



*Which way  
is best for me??*



2025

# SUBJECT SELECTION BOOK



**DREAM  
BIG**





*Our School*

# OUR VALUES

## Care

- Demonstrate kindness and concern for others
- Build and maintain positive relationships
- Act with respect and empathy
- Show gratitude

## Commitment

- Act in the best interests of the school community
- Meet responsibilities and embrace opportunities
- Expect high standards of self and others
- Continually learn and improve

## Character

- Stay calm and consistent
- Be confident and open minded
- Acknowledge and learn from mistakes
- Enjoy our successes

## Collaboration

- Give and receive constructive feedback
- Value all input and ideas
- Share the load
- Ask for help

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## Guide to the Subject Selection Process

### Subject Selection Process

At Horsham College, students in Yrs 7-11 have a dedicated day in August to meet with Teachers to discuss and submit their subject selections. Students in Yrs 9-11 will also meet with a Pathways Adviser to have these forms approved. Classes will be cancelled for all students, however all Yr 7-11 students will be expected to attend an appointment with their family.

### How to use this book

This book is divided into sections for Yr 8, Yr 9-10, VCE(VM), and VET. There is introductory information at the start of each section to explain requirements of the different programs and certificates. Students will be asked to fill out a form (included in the final section) that specifies their preferred areas of study for the subsequent year.

### University Prerequisites

Students who wish to go to university should ensure that subjects they select enable them to meet the prerequisites for their desired course. If in doubt, please see a careers adviser and or look up prerequisites on <https://courseseeker.edu.au>

### VCE Prerequisites

Some VCE Yr 12 subjects require students to undertake prerequisite studies at Yr 11. For this reason, students should read through the full subject descriptions. Many Sciences, Maths and Languages are unable to be commenced at Yr 12, yet these subjects can help students to meet prerequisites or receive bonuses.

### Further Course and Career Information

The subject selection day is one of many events and services run by Horsham College to help students identify future pathways both within and beyond school. These include:

- Careers counselling
- Work Experience
- VTAC workshops
- Career Action Plans
- Advice on scholarships and special consideration
- Careers expo
- Guest speaker program
- Careers Office
- Yr 10 Melbourne work experience program
- Yr 9 Morrisby testing
- My Future Website: <https://myfuture.edu.au>

# Subject Selection Checklist

Getting your subject selection right is important. Please check you have undertaken each step before finally submitting your selection form.

## To Complete:

Tick

ALL STUDENTS		Ensure you have completed a Careers Action Plan.
ALL STUDENTS		Read all relevant sections of this book.
YRS 9-11 ONLY		Ensure you understand the difference between Further Study and Vocational Pathways.
ALL STUDENTS		Ensure you know which subjects are compulsory and which are electives.
ALL STUDENTS		Consider your future career plans. Senior students will be asked to identify potential career paths before their form is accepted.
ALL STUDENTS		Talk to family members and teachers about your strengths and interests.
YRS 9-11 ONLY		Check details of subjects and courses (eg, recommended prerequisites etc).
YRS 9-11 ONLY		All students who wish to do a VCE sequence at a lower year level must submit an expression of interest at <a href="https://forms.gle/QmLYDAtnhBhTq5f7">https://forms.gle/QmLYDAtnhBhTq5f7</a> by Monday 29th July

## All students to complete the following steps:

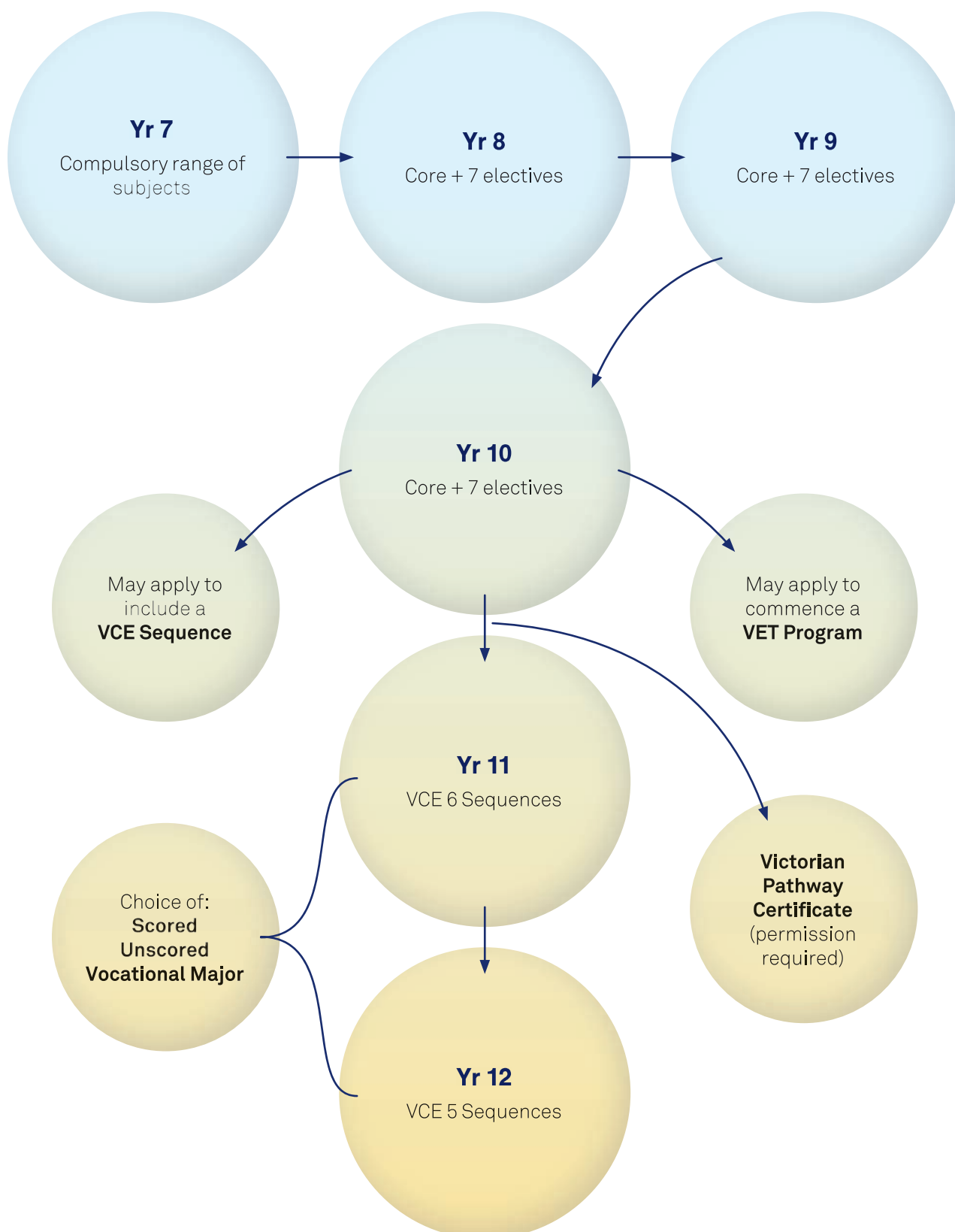
STEP 1		<b>Complete the form prior to your meeting in draft form only</b>
STEP 2		Make an appointment to meet a member of your year level team on Subject Selection Day.
STEP 3		Attend your meeting, have your subject selection form checked and signed.
STEP 4		If you are going into Yrs 10/11/12, have your form check and signed by a member of the Careers/VCE/VET team.
STEP 5		Complete online submission with your provided unique code.
STEP 6		Submit your form.



# Horsham College Curriculum

## Horsham College Transitions Flow Chart

(for more information on pathways through the VCE and beyond, see the VCE section of this book)



# Career Pathways

Career	Related Pathways	Vocational Pathway	Related VET
<b>ACCOUNTANT</b>	Taxation Consultant, Banker, Bookkeeper		
<b>AGRONOMIST</b>	Farmer, Horticulture, Agricultural Finance	Yes	Agriculture
<b>AGED CARE</b>	Personal Carer, Disability Worker, Nurse	Yes	Health Services, Community Services
<b>ALLIED HEALTH: OPTOMETRY/ SPEECH PATHOLOGY</b>	Orthoptist, Audiologist, Medical Imaging		Health Services
<b>ARCHITECT</b>	Construction Management, Surveyor		Building and Construction
<b>DEFENCE FORCES: GENERAL OR TRADESMAN</b>		Yes	Sport and Recreation, Trade-related VET
<b>DEFENCE FORCES: OFFICER</b>	Commissioned Officer		Sport and Recreation
<b>ARTIST</b>	Photographer, Sculptor, Potter, Jeweller	Yes	Screen and Media, Visual Arts, Furniture
<b>BAKER</b>	Patisserie	Yes	Kitchen
<b>BROKER</b>	Commercial Cook, Mortgage Broker, Investment Broker, Insurance Broker		Operations
<b>BUILDER/CARPENTER</b>	Tradesman, Joinery Machinist	Yes	Building and Construction, Furniture Making
<b>CHEF</b>	Food Producer, Commercial Cook	Yes	Kitchen Operations
<b>CHILDCARE</b>	Early Childhood Teacher, Nanny	Yes	Community Services
<b>CHIROPRACTOR</b>	Osteopath		Health Services
<b>COMPUTER PROGRAMMER</b>	Engineer, Robotics Developer, Computer Scientist, CAD Operator	Yes	Electrotechnology, Screen and Media
<b>CRIMINOLOGIST</b>	Paralegal, Police Officer, Court Official		Community Services
<b>DENTIST</b>	Orthodontist		Health Services
<b>DIETICIAN/NUTRITIONIST</b>	Nutritionist, Health Promotion, Food Production/development		Health Services
<b>DISABILITY CARE WORKER</b>	Personal Carer, Special Education, Aged Care	Yes	Health Services, Community Services
<b>DOCTOR</b>	Surgeon, Anaesthetist, Medical Officer		Health Services
<b>EDUCATION SUPPORT OFFICER</b>	Teacher	Yes	Community Services
<b>ELECTRICIAN</b>	Electrical Fitter, Auto-electrician, Lift Mechanic	Yes	Electrotechnology
<b>ENGINEERING: CIVIL/ ELECTRICAL/MECHANICAL</b>	Environmental Engineer, Computer Engineer, Draftsperson, Mechatronics/Robotics		Engineering
<b>ENGINEERING: FABRICATION TRADESMAN</b>	Boilermaker, Pressure Welder	Yes	Engineering
<b>EVENT MANAGEMENT</b>	Marketing		Dance/Theatre & Events
<b>FASHION DESIGNER</b>	Manufacture, Costume Designer		Fashion
<b>FIREFIGHTER</b>	Emergency Services Worker, Fire Prevention Officer, OHS Officer	Yes	Sport and Recreation
<b>FLIGHT ATTENDANT</b>	Tour Guide, Travel Operator	Yes	Kitchen Operations
<b>FREIGHT AND LOGISTICS</b>	Supply Chain Manager, Warehouse Manager, Driver	Yes	



Traineeship/ Apprenticeship	TAFE Pathway	University	Suggested VCE Subjects
Yes	Yes	Yes	Maths Methods/Further Accounting, Business Management
Yes	Yes	Yes	Maths, Biology, Chemistry
Yes	Yes	Yes	Health & Human Development, Biology
		Yes	Biology/Physics/Chemistry, Maths, Health & Human Development
	Yes	Yes	Maths (any), Visual Communication
Yes	Yes	Yes	Yr 10 Maths, Yr 10 English, Yr 10 Science x2
		Yes	English, Maths Methods, PE
Yes	Yes	Yes	Art, Visual Communication, Media, Product Design & Tech (any)
Yes	Yes		Food Studies
Yes	Yes	Yes	Maths Methods, Accounting
Yes	Yes		PDT: Wood, PDT: Metal, Maths (any)
Yes	Yes		Food Studies
Yes	Yes	Yes	English, Maths (any)
		Yes	Biology, PE
Yes	Yes	Yes	Computing, Systems Engineering, Physics, Product Design
	Yes	Yes	Legal Studies, Psychology
		Yes	Biology, Chemistry, Methods
		Yes	Biology, Chemistry, Methods
Yes	Yes	Yes	Health & Human Development, Psychology
		Yes	Methods, Chemistry, Biology or Physics, Specialist Maths
Yes	Yes		
Yes	Yes		Systems Engineering, Maths, English
	Yes	Yes	Physics/Chemistry, Methods/Specialist Maths, Systems Engineering
Yes	Yes		Metal, Systems Engineering
	Yes	Yes	Business Management
	Yes	Yes	Textiles
Yes			Outdoor & Enviro Studies, Geography, Environmental Science
Yes	Yes		Food Science, Business Management, Languages
Yes	Yes	Yes	Maths, Business Management

# Career Pathways

Career	Related Pathways	Vocational Pathway	Related VET
<b>FURNITURE MAKER</b>	Cabinet Maker, Wood Machinist, Building Designer	Yes	Furniture Making
<b>GAME DEVELOPER</b>	Illustrator, Designer, Application Programmer	Yes	Screen and Media, Visual Arts
<b>GRAPHIC DESIGNER</b>	Marketing, Advertising, Web Design	Yes	Screen and Media, Visual Arts
<b>HAIRDRESSER</b>	Barber, Media Stylist	Yes	Salon Assistant
<b>IT TECHNICIAN</b>	CAD Operator, Programmer		Screen and Media
<b>JOURNALIST/WRITER</b>	Public Relations/Marketing, Policy Writer, Novelist		Screen and Media
<b>LAWYER</b>	Legal Assistant		
<b>MAKE-UP ARTIST/BEAUTY THERAPIST</b>	Nail Technician, Massage Therapist, Beauty Therapist, Occupational Therapist	Yes	Salon Assistant
<b>MECHANIC: HEAVY MOTOR/LIGHT VEHICLE/DIESEL</b>	Fitter and Turner	Yes	Automotive
<b>NURSE/MIDWIFE</b>	Midwife	Yes	Health Services
<b>OFFICE MANAGER</b>	Administrative Assistant, Receptionist, HR Manager	Yes	Community Services
<b>PANEL BEATER</b>	Mechanic	Yes	Automotive
<b>PARAMEDIC</b>	Emergency Services Operator		Health Services
<b>PARK RANGER</b>	Environmental Officer, Marine Biologist		
<b>PERFORMING ARTS</b>	Actor, Dancer, Comedian, Voice-over artist, Musician		Screen & Media, Dance, Music, Dance, Theatre & Events
<b>PERSONAL TRAINER</b>	Fitness Instructor, Coach	Yes	Sport and Recreation
<b>PHOTOGRAPHER</b>	Photo-journalist	Yes	Screen and Media
<b>PHYSIOTHERAPIST</b>	Occupational Therapist, Massage Therapist		Health Services
<b>PLUMBER</b>	Airconditioning Plumber, Refrigeration Mechanic	Yes	Plumbing
<b>POLICE OFFICER</b>	Security guard, Prison Officer, Intelligence Analyst	Yes	Community Services
<b>PHARMACIST</b>	Research Chemist, Scientist		Health Services
<b>PSYCHOLOGIST</b>	Counselor		
<b>REAL ESTATE AGENT</b>	Property Management	Yes	
<b>SCIENTIST</b>	Research Scientist, Forensic Scientist, Astrophysicist		
<b>SOCIAL WORKER/YOUTH WORKER</b>	Community Worker, Probation Officer	Yes	Community Services, Health Services
<b>SPORTS ADMINISTRATOR</b>	Sport Instructor, Leisure Centre Manager	Yes	Sport and Recreation
<b>TEACHER: PRIMARY/SECONDARY</b>	Early Childhood Educator, Childcare Worker		
<b>TRAVEL/TOURISM OPERATOR</b>	Tour Guide, Travel Agent		Sport and Recreation
<b>VETERINARIAN</b>	Zoologist, Veterinary Nurse, Wildlife Scientist, Zookeeper		
<b>HOSPITAL ADMINISTRATOR</b>	Medical Records Manager	Yes	Health Services



Traineeship/ Apprenticeship	TAFE Pathway	University	Suggested VCE Subjects
Yes	Yes	Yes	PDT: Wood
Yes	Yes	Yes	Computing, Visual Communication, Art, Physics/Maths
Yes	Yes	Yes	Maths, Art, Visual Communication, Business Management
Yes	Yes		
Yes	Yes	Yes	Methods, Computing
Yes	Yes	Yes	English, Literature, Media, Legal Studies
	Yes	Yes	
Yes	Yes		Art, Health & Human Dev
Yes			Systems Engineering, Maths, English
Yes	Yes	Yes	Maths, Biology, Health & Human Dev
Yes	Yes	Yes	Business Management, Maths
Yes			Metal
	Yes	Yes	Biology, Maths, Chemistry
	Yes	Yes	Biology, Environmental Science, Geography
	Yes	Yes	Drama, Theatre Studies, Dance, Media, Music
Yes	Yes	Yes	PE, Health & Human Dev
Yes	Yes	Yes	
		Yes	Methods, Biology/Chemistry, PE
Yes	Yes		Maths (any)
	Yes	Yes	Legal Studies
		Yes	Chemistry, Methods
	Yes	Yes	Psychology
Yes	Yes	Yes	Business Management
	Yes	Yes	Methods, Chemistry/Physics/Biology
	Yes	Yes	Psychology, Health and Human Dev
	Yes	Yes	PE
	Yes	Yes	English, Maths
Yes	Yes	Yes	Business Management
		Yes	Chemistry, Methods, Physics/Biology
Yes	Yes	Yes	Biology, Maths, Business Management

# YEAR 8 PROGRAM

The Year 8 program is divided into core and elective subjects. As part of their core studies, students study English, Mathematics and Health/PE. Electives comprise the rest of the program.

Students must choose at least one Humanities, Science, Art and Technology electives. Students may choose to study either German or Spanish as a year long subject. Students may also apply for the year-long 8 AFL or Basketball Academy.

## Compulsory Yr 8 Subjects

### English or SEALP English

- Reading and viewing
- Writing
- Speaking and listening

### Mathematics

- Number and Algebra
- Measurement and Space
- Statistics and Probability

### Health & PE

- Harm Minimisation
- Respectful relationships and sexual health
- Developing resilience
- Benefits of physical activity
- Net and wall games
- European sports
- Traditional sports
- Human movement and physiology

### Languages

*(Compulsory for SEALP students only)*

- Spanish
- German





## ART ELECTIVES

### ART ATTACK!

- Express their own ideas and thoughts through artworks
- Create artworks using artist inspiration
- Experiment with skills, concepts, themes and materials
- Interpret range of artworks and artforms
- Explore Information Communication Technology

### DESIGNERS INC.

- Use observational and visualisation drawing
- Experiment with digital methods for different audiences and purposes
- Apply the design process
- Digital drawing
- Drawing conventions

### SCREEN TIME

- Learn media production skills and processes and film making techniques
- Respond to photographic works
- Plan, produce and distribute a variety of media work
- Representation in society in print media
- Explore new technologies in the present and future
- Gaming and AI

### LET'S MOVE!

- Create original dance works
- Use dance skills to perform dance works created by other choreographers
- Perform dance works in a range of styles
- Analyse other choreographers' dance works
- Analyse the dance-making process

### THEATRE

- Analyse the process of creating, rehearsing and performing a monologue
- Engage in structured character-based improvisations
- Plan, structure, rehearse and perform in a range of drama styles
- Work in a chosen production role including directing, acting, designing (lighting, sound, costume, make-up, sets and props) and theatre technologies

### INSTRUMENTAL AS ANYTHING

- Develop instrumental skills on a chosen instrument for the class band
- Develop solo instrumental skills through personal choice of repertoire
- Develop music literacy and literacy skills by responding critically to music using the elements of music
- Develop music theory knowledge and aural skills
- Develop contemporary compositional skills

## GERMAN

- Introducing yourself in German
- People and animals
- The world around me
- The Holocaust
- Health and Fitness

## SPANISH

- Hobbies, likes and dislikes
- Travel and festivals in the Spanish-speaking world
- School in the Spanish-speaking world and Australia
- Fashion and clothes
- Food in the Hispanic world

## HUMANITIES ELECTIVES

### AGE OF EXPANSION: ARMOUR, ART AND ARMIES

- Medieval Europe: Knights and kings, The black death and day in the life of a peasant.
- Renaissance Italy: Art and the artists behind it. Exploration and its controversies
- Shogun Japan: The warriors behind Japan
- Students choice (Polynesian Expansion, Mongol Expansion)
- Skills: Knowledge of historical significant events and source analysis of images and art

### HELLO WORLD!

- How do we fit into the world around us?
- Topic highlights:
  - Criminal law: murder vs. manslaughter
  - Megacities: how to survive in a city of 20 million +?
  - Entrepreneurship: how to go viral and make money!
- Skills: Analysing real life case studies and applying key learning to own life

## TECHNOLOGY ELECTIVES

### DESIGN AND TECHNOLOGY - WOOD

- Learn basic wood joining techniques
- Plan, design and produce a range of projects
- Use a variety of hand tools and power equipment safely
- Research and use new and emerging technology

### SYSTEMS ENGINEERING

- Use a variety of hand tools and power equipment safely
- Plan, design & produce a range of projects incorporating mechanical and electrical systems, such as a nerve tester, LED flasher and arduino
- Collect, process & analyse data
- Research new and emerging technologies

## TEXTILES

- Learn how to safely use tools and equipment in the sewing room
- Learn decorative techniques to embellish your work
- Design and create products such as a decorative cushion, pencil case and boxer shorts
- Consider sustainability in your design and material choices

## SEW CRAFTY

- Learn how to safely use tools and equipment in the sewing room
- Create a range of textile and craft products that are limited only by your imagination
- Learn how to use new and emerging technology in the textiles area
- A focus on upcycling and reusing materials, to create sustainable products

## HEALTH & PE ELECTIVES

### NETBALL

- Netball skill acquisition, development, and game sense
- Personal and team leadership skills
- Developing umpiring and coaching skills

### VOLLEYBALL

- Coaching and umpiring accreditations
- Volleyball skill acquisition, development, and game sense
- Personal and team leadership skills
- Sports nutrition for improved athletic performance

### SUMMER SPORTS

- Tennis, cricket, basketball
- Water sports
- Striking sports
- Sports nutrition
- Personal and team leadership skills

### OUTDOOR EDUCATION AND ENVIRONMENTAL STUDIES

- Introduction to the outdoors
- Basic Mapping Skills & Orienteering
- Basic camp skills including cooking, tents, knots, packing & planning
- Minimal Impact & Environmental awareness
- Wimmera Outdoor Experiences (overnight camp)

*\* Please note additional costs may apply for this subject.*

## YR 8 SELECT ENTRY ACADEMY PROGRAMS

### YR 8 AFL ACADEMY (FULL YEAR - APPLICATION ONLY)

- Personal and team leadership skills
- Skill acquisition, development, analysis, and game sense learning
- Strength and Conditioning Programs
- Physical and mental fitness
- AFL training methods and fitness assessments

*\* This program replaces Yr 8 PE for successful applicants*

### YR 8 BASKETBALL ACADEMY (FULL YEAR-APPLICATION ONLY)

- Personal and team leadership skills
- Basketball skill acquisition, development, analysis, and game sense learning
- Understanding of offensive and defensive principles
- Physical and mental fitness
- Strength and conditioning programs, nutrition, sports psychology, sports coaching, and training methods

*\* This program replaces Yr 8 PE for successful applicants*

## SCIENCE ELECTIVES

### YR 8 SPACE INVADERS

- Our Place in Space
- Earth as a liveable planet
- Living in space
- Mission to Mars

### YR 8 BODY DETECTIVES

- Understand the functioning of human body systems and how it responds to exercise
- Identify the levels of organization within the human body
- Measure human movement and applying the laws of physics to everyday examples
- Examine body chemistry and its role in human movement and energy production

### YR 8 ELEMENTAL EXPLORERS

- Chemical sciences: Atoms, the periodic table, elements, compounds, metals, and chemical reactions
- Physical sciences: Sound, waves, resources, energy (heat, chemical light, potential), and electrical circuits
- Biological sciences: Macromolecules, cells, tissues, organs, organ systems, and microscopes
- Earth and space sciences: renewable and non-renewable resources, the water cycle, and human management of water



# YEAR 9 PROGRAM

The Year 9 program is divided into core and elective subjects. As part of their core studies, students study English, Mathematics and Health/PE. Electives comprise the rest of the program.

Students must choose at least one Humanities, Science, Art and Technology electives. High performing students may apply to undertake a VCE subject in Yr 9. Please register your interest at <https://forms.gle/QmLYDAtfnhBhTq5f7>

## Compulsory Yr 9 Subjects

### English or SEALP English

- Reading and viewing
- Writing
- Speaking and listening

### Mathematics

- Number and Algebra
- Measurement and Space
- Statistics and Probability

### Health & PE

- Lifestyle and Leisure
- Sport Education
- Outdoor Recreation
- Self-image
- Relationships
- Nutrition
- Indigenous Games

### Languages

- (Compulsory for SEALP students only)
- Spanish
- German



# YEAR 10 PROGRAM

In Year 10, English and Maths are compulsory subjects, and students must also choose at least one Humanities and at least one Science elective and the Health and Careers unit.

Some students may undertake word-based training in a Vocational Education and Training (VET) class. Students with a strong academic record and demonstrated maturity for higher level work may submit an expression of interest to take a VCE sequence at <https://forms.gle/QmLYDAtnhBhTq5f7>. Please see the VCE section for more information about subjects available.

School Based Apprenticeships are also an option for Yr 10 students. Please speak to staff from the Careers Team for more information.

## Compulsory Yr 10 Subjects

### English

(Whole year-one of the following)

- Foundation English
- English
- Extension English

### Mathematics

(Whole year-one of the following)

- Foundation Maths
- Mathematics
- Extension Maths
- VCE Maths (application only)

### Careers & Health

(One Semester)

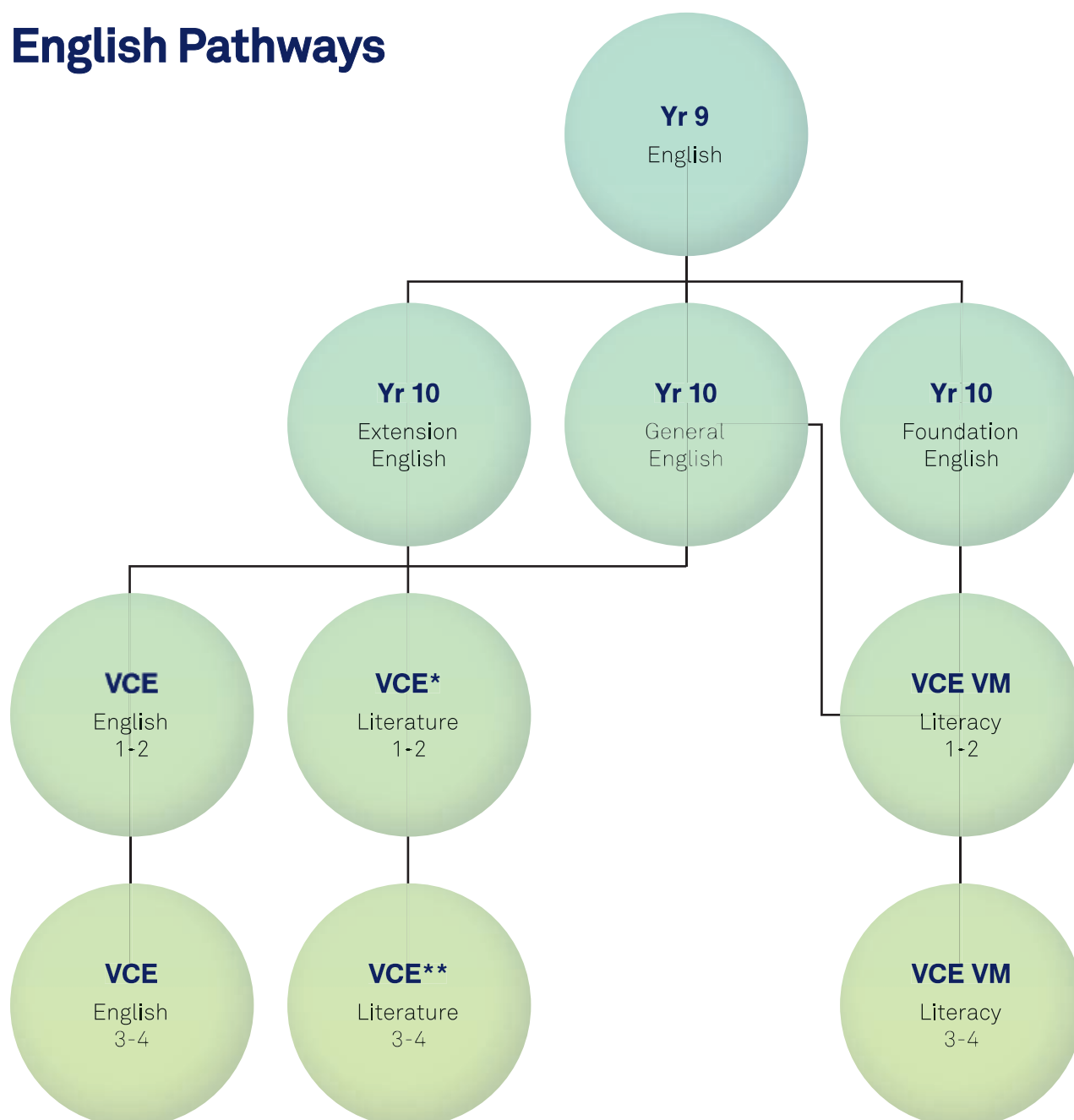
- Work Experience
- Career Action Plan
- Dimensions of Health and Wellbeing
- Australia's Health
- Respectful Relationships

#### \*Notes:

Students who may wish to eventually join the Defence Forces should choose two science subjects. Please see the Careers Team for more information.  
A language, VET, Peak Performance, AFL/Basketball Academy or a VCE subject is taken over whole year.



# English Pathways



\* Must be done in conjunction with English 1-2

\*\* Must be done in conjunction with English 3-4

## Year 9 English into Year 10 English Selection Advice

Below Year 9 Victorian Curriculum level and planning to complete VCE Vocational Major: Foundation English

Just below or at Year 9 Victorian Curriculum level and wanting to complete either VCE or VCE Vocational Major: General English

At (gaining results of around 80%) or above Year 9 Victorian Curriculum level and possibly interested in completing Literature in VCE: 10 Extension English

## Year 9 SEALP into Year 10 Selection Advice

At Year 9 Victorian Curriculum level and gaining results of less than 70%: General English

At (gaining results of around 80%) or above Year 9 Victorian Curriculum level and possibly interested in completing VCE Literature in VCE: 10 Extension English

## Year 10 English into Year 11 English Selection Advice

Year 10 Foundation English: *VCE VM Literacy Units 1 – 2*

Year 10 General English (below Year 10 Victorian Curriculum level and wanting to complete VCE Vocational Major: *VCE VM Literacy Units 1 – 2*

Year 10 General English (at or above Year 10 Victorian Curriculum level and wanting to complete VCE Vocational Major: *VCE English Units 1 – 2 OR VCE VM Literacy Units 1 – 2*

### Year 10 General English and wanting to complete VCE:

- Near or at Year 10 Victorian Curriculum level: *VCE English Units 1 – 2*
- At or above Year 10 Victorian Curriculum level and interested: *VCE English Units 1 – 2 and VCE Literature Units 1 – 2*

### Year 10 Extension English:

- Gaining results of less than 70%: *English Units 1 – 2 only*
- Gaining results of around 80% or more: *VCE English Units 1 – 2 and can also select VCE Literature Units 1 – 2*

## Year 10 English Subject Descriptions

### Foundation English

This subject prepares students for the Vocational Major and develops their practical literacy skills for use in the workplace and community. This subject enables students to:

- develop their everyday literacy skills by thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations
- participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres including First Nations peoples' knowledge and voices, and different contexts and purposes
- discuss and debate the ways in which values of workplace, community and person are represented in different texts
- present ideas in a thoughtful and reasoned manner.

### General English

General English provides students with the opportunity to strengthen their skills in preparation for VCE English. Students will develop an understanding of characterisation, analytical skills, communication skills and writing skills. Students will have the opportunity to read and explore a selected novel of their own choosing, as well as a selection of short stories and a film. The primary focus will be on vocabulary, text structures, language features and ideas.

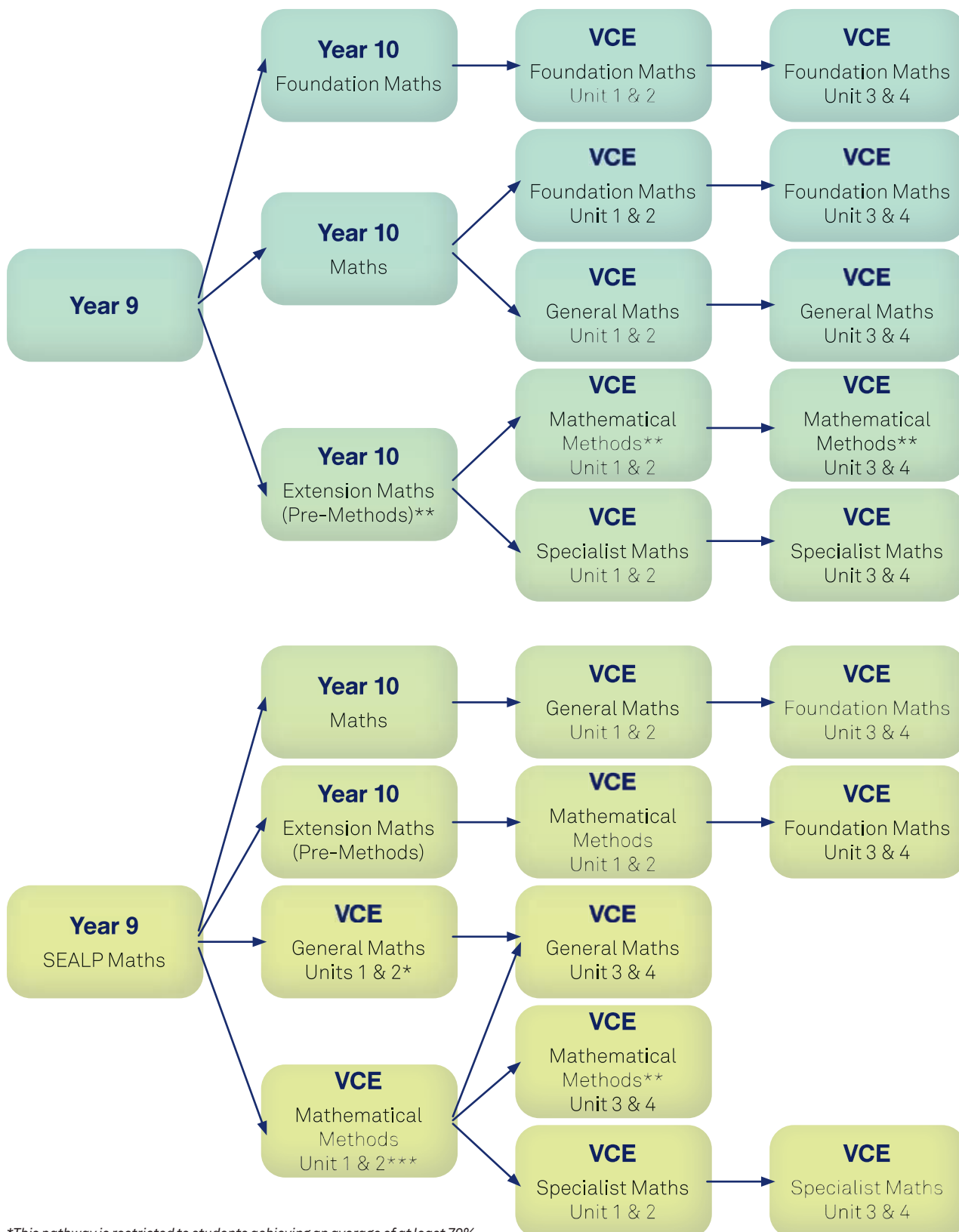
### English Extension

This subject is an extension of the content covered in Standard English. English Extension provides students with the opportunity to further strengthen their skills in preparation for VCE English and VCE Literature. Students will extend their understanding of character development, analytical skills, communication skills and the subject has a strong focus on writing. Students will read and explore selected texts (novel, short story and film), focusing on vocabulary, text structures, language features and ideas.



# Maths Pathways

Students are not restricted to completing only one VCE Maths Pathway.



\*This pathway is restricted to students achieving an average of at least 70%

\*\*This pathway is restricted to students achieving an average of at least 80%

\*\*\*This pathway is restricted to students achieving above 90% for all assessments

## Year 9 Mathematics into Year 10 Mathematics Selection Advice

Below standard (less than 50%): *Foundation Maths*.

At standard: *10 Maths*

Above standard (at least 80%) & interest in completing Mathematical Methods: *10 Extension*

## Year 9 SEALP into Year 10 Selection Advice

Students who are considering VCE Mathematical Methods 1 & 2 in Year 11 are recommended to complete 10 Extension Maths (pre-Methods) in Year 10.

*VCE General Mathematics Unit 1 and 2* is recommended for students who have achieved **at least 70%** on all assessment tasks. Any student who is not approved for VCE General Mathematics Unit 1 and 2 is recommended to complete Year 10 Mathematics.

*VCE Mathematical Methods Unit 1 & 2* is recommended for students who have an **average over 90%**.

Students wishing to undertake any VCE subject must apply through the acceleration process.

## Year 10 Mathematics into Year 11 Mathematics Selection Advice

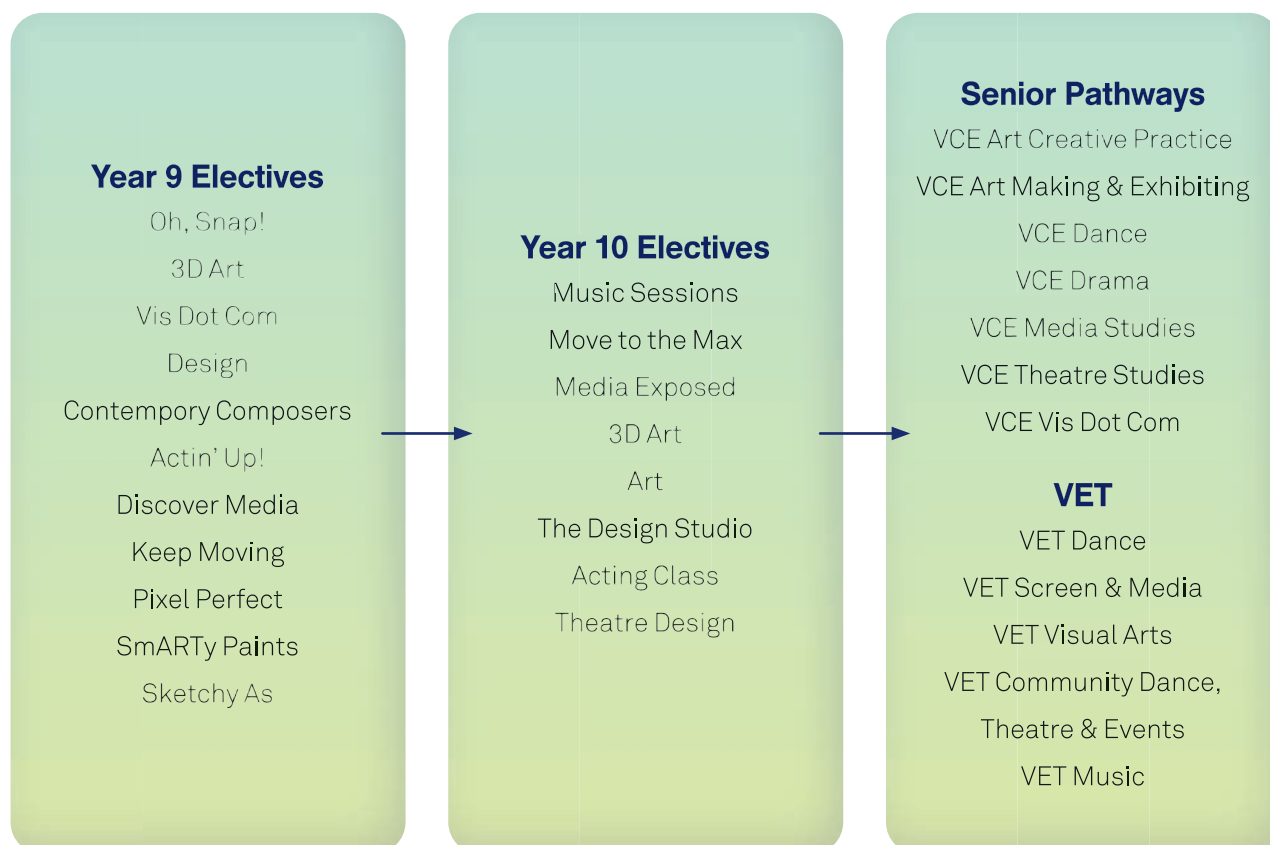
Year 10 Foundation: *VCE Foundation Maths Unit 1-2*

Year 10 Maths: below standard (less than 50%) *VCE Foundation Maths Unit 1-2*

Year 10 Maths: at standard or above standard *VCE General Mathematics Unit 1-2*

Year 10 Extension Mathematics (Pre-Methods): less than 80% *VCE General Mathematics Unit 1-2*, at least 80% *VCE Mathematical Methods Unit 1-2*, above 90% *Mathematical Methods Unit 1-2 & Specialist Maths Unit 1-2*.

## Arts Pathways



## YR 9 ARTS ELECTIVES

### YR 9 OH, SNAP!

- Express ideas within the form of digital photography
- Capture photographs using aperture, shutter speed and ISO
- Explore photographs and photographers from different cultures and times
- Manipulate images in Adobe Creative Suite
- Express and explore ideas within the form of photography

### YR 9 3D ART

- Use their own artistic practice to express ideas
- Create sculptures with a wide range of materials and techniques
- Create artworks with depth, height and volume
- Apply processes that artists use to create three dimensional works from different cultures and times

### YR 9 VIS DOT COM

- Create designs by responding to a brief
- Apply the design process
- Develop skills in manual and digital drawing methods
- Create within the Design Fields

### YR 9 CONTEMPORARY COMPOSERS

- Develop skills on your chosen instrument including keyboard, electric guitar, bass guitar, drum kit, vocals, wind and strings
- Use recording equipment
- Operate digital audio workstation to produce high quality audio recordings
- Digital marketing
- Produce high quality music videos

### YR 9 ACTIN' UP

- Critically analyse drama viewed and performed
- Experiment with characterisation and with production roles
- Collaborate, organise and perform student-led dramatic performance



### YR 9 DISCOVER MEDIA

- Explore how social media is changing the world we live in
- Learn characteristics of different media forms including photography, film and digital art design
- Develop media production skills to create media artworks
- Plan and produce own media production

### YR 9 KEEP MOVING!

- Apply the elements of dance to improvise and demonstrate safe dance practice
- Practise and refine expressive skills
- Perform dances that communicate intention
- Choreograph and perform original dance works

### YR 9 PIXEL PERFECT

- Prepare a case study on the animation of their choice
- Produce hand drawn animation using digital drawing software
- Learn basic skills by animating objects
- Investigate and create 2D or 3D animations

### YR 9 SMARTY PAINTS

- Develop individual art practice and artworks
- View exhibitions and analyse artworks
- Explore a range of creative materials and techniques
- Drawing, painting, print making

### YR 9 SKETCHY AS

- Express ideas through drawing
- Develop own art practice through drawing
- Experiment with different drawing styles and approaches
- Explore different drawing materials and techniques

## YR 10 ARTS ELECTIVES

### YR 10 MUSIC SESSIONS

- Expand on abilities on chosen instrument
- Devise and develop repertoire
- Expand abilities on music reading
- Develop a deeper understanding of music
- Develop performance skills

### YR 10 MOVE TO THE MAX

- Apply the elements of dance to improvisation and safe dance practice
- Perform dances aligned with a choreographer's intent
- View and analyse dance works by other choreographers
- Choreograph and perform original works

### YR 10 MEDIA EXPOSED

- Investigate the changing world of media
- Express ideas through digital photography and other media forms
- Refine media production skills and processes to create media artworks
- Plan and produce your own media production

### YR 10 3D ART

- Develop skills with tangible materials
- Investigate three dimensional drawing methods
- Design artworks that express ideas, concepts and artistic intention
- Create, present and evaluate own three dimensional artworks

### YR 10 ART

- Develop skills in drawing, painting and printmaking
- Plan and create artworks
- Explore methods, media and materials
- Respond to artworks and view exhibitions
- Use artistic frameworks

### YR 10 THE DESIGN STUDIO

- Apply design process
- Design folios across a range of design fields
- Design skills in programs and features from the Adobe Creative Suite
- Creative and technical drawing methods
- Explore a range of materials

### YR 10 ACTING CLASS

- Devise, workshop and perform ensemble and solo works
- Analyse and write scripts
- Analyse and develop characterisation
- Apply dramatic elements and production stagecraft elements

### YR 10 THEATRE DESIGN

- Design sets, costumes, lighting and makeup for theatre productions
- Research and apply theatre technologies
- Interpret scripts in a range of theatre styles

## ENGLISH ELECTIVES

In addition to core English subjects the following electives are available to both Year 9 and Year 10 students.

### YR 10 21ST CENTURY JOURNALISM

- Assemble and verify facts
- Explore truth through interpretation, analysis and commentary

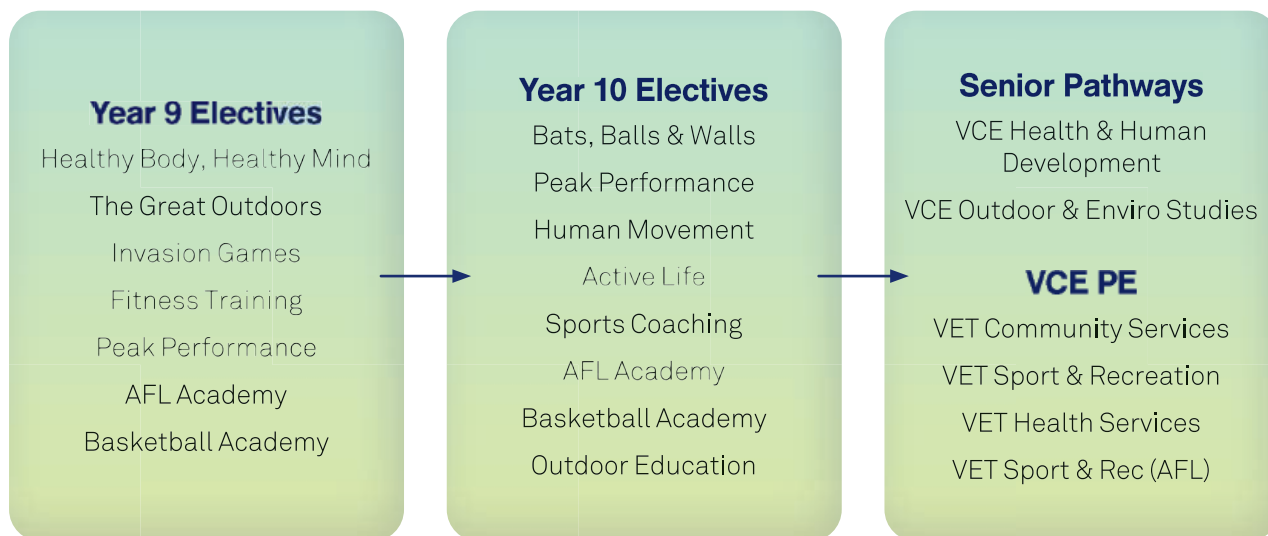
### YR 10 CREATIVE WRITING

- Explore a variety of forms of writing
- Edit, proof-read and enhance existing pieces of writing
- Experiment with stylistic language
- Publish creative pieces





# Health & PE Pathways



## YR 9 HEALTH & PE ELECTIVES

### YR 9 HEALTHY BODY, HEALTHY MIND

- Explore nutrition myths and facts
- Assess local health promoting resources including healthy restaurants, yoga/pilates studios, fitness centres
- Practice providing first aid in a variety of scenarios
- Explore the impact of social media on the health of young Australians
- Participate in sports/activities accessible throughout the lifespan

### YR 9 THE GREAT OUTDOORS

- Duke of Edinburgh Award
- First Aid
- Menu Planning
- Risk Assessments
- Ways to experience environments.
- Leadership and decision making in the outdoors.
- Overnight Camp

*\*Please note additional costs may apply for this subject*

### YR 9 INVASION GAMES

- Apply offensive and defensive strategies through a range of invasion games such as AFL, Netball, Hockey and Soccer
- Develop leadership skills via peer teaching and undertaking captain/coaching roles
- Collect and analyse statistics in sport with the aim of giving feedback on individual performances
- Develop an understanding of the various rules in sports through experiences such as umpiring and scoring

### YR 9 FITNESS TRAINING

- Measure & understand our bodies immediate responses to exercise
- Analyse fitness requirements for a team sport of choice
- Complete a regime of fitness tests to identify strengths & weaknesses
- Participate in training to improve fitness

### YR 9 PEAK PERFORMANCE (FULL YEAR - APPLICATION ONLY)

- Participate in strength and conditioning training for their chosen discipline
- Measure performance growth over a 12 month period
- Start the Certificate II Sport and Recreation VET Course

*\*Please note additional costs may apply for this subject*

### YR 9 AFL ACADEMY (FULL YEAR - APPLICATION ONLY)

- Personal and team leadership skills
- AFL skill acquisition, development, and game sense learning
- Strength and conditioning programs, nutrition, sports psychology, sports coaching and training principles

*\*Please note additional costs may apply for this subject*

### YR 9 BASKETBALL ACADEMY (FULL YEAR - APPLICATION ONLY)

- Personal and team leadership skills
- Basketball skill acquisition, development, analysis, and game sense learning
- Understanding of offensive and defensive principles
- Physical and mental fitness
- Strength and conditioning programs, nutrition, sports psychology, sports coaching, and training methods

*\*Please note additional costs may apply for this subject*

## YR 10 HEALTH & PE ELECTIVES

### YR 10 BATS, BALLS AND WALLS

- Participate in a variety of team sports
- Demonstrate skills involved in a variety of sports
- Study basic functional anatomy concepts involved in sports
- Demonstrate leadership skills including umpiring, coaching, peer teaching

### YR 10 HUMAN MOVEMENT (EXTENSION PE)

- Participate in physical activities that analyse how the body produces movement
- Study key human body systems that contribute to human movement
- Use feedback tools and coaching skills to improve individual/team performance
- Develop training programs based on fitness tests & demands of a sport

*\*This unit is designed to prepare students for VCE PE Units 1-4 and is theory based.*

### YR 10 ACTIVE LIFE

- Demonstrate movement and skills in a range of team and individual sports
- Explore factors that influence women's participation in physical activity
- Explore health issues facing Australian women

### YR 10 SPORTS COACHING

- Develop sport leadership skills including communication and organisation
- Deliver physical activity sessions to primary aged students
- Plan and structure physical activity sessions

### YR 10 OUTDOOR EDUCATION

- Types of Environments
- Developing mapping skills
- Management of outdoor environments
- Sustainability
- Expeditions
- Overnight camp
- Ways to experience outdoor environments'

*\*Please note additional costs may apply for this subject*

### YR 10 AFL ACADEMY (FULL YEAR - APPLICATION ONLY)

- Personal and team leadership skills
- AFL skill acquisition, development, and game sense learning
- Strength and conditioning programs and physical and mental fitness
- Nutrition, sports psychology, sports coaching and training principles

*\*Please note additional costs may apply for this subject*

### YR 10 BASKETBALL ACADEMY (FULL YEAR - APPLICATION ONLY)

- Personal and team leadership skills
- Basketball skill acquisition, development, analysis, and game sense learning
- Understanding of offensive and defensive principles
- Physical and mental fitness
- Strength and conditioning programs, nutrition, sports psychology, sports coaching and
- Training methods

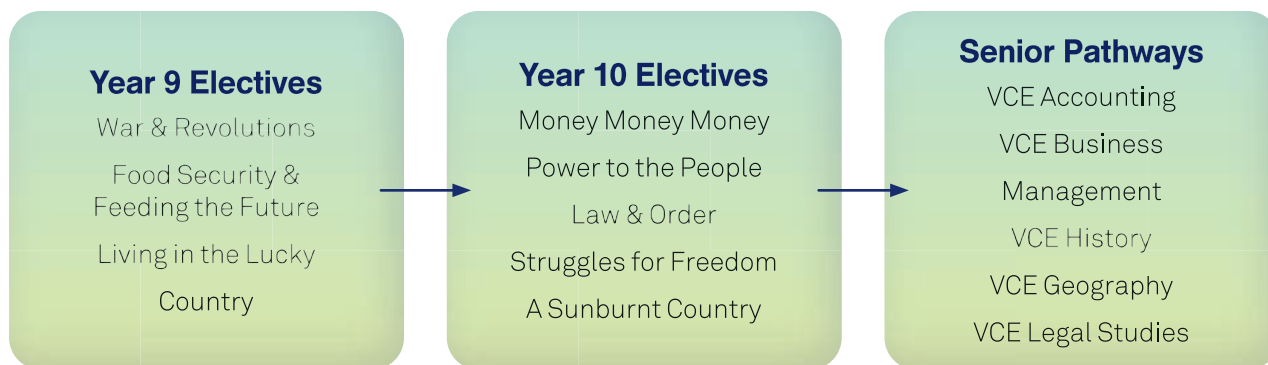
*\*Please note additional costs may apply for this subject*

### YR 10 PEAK PERFORMANCE (FULL YEAR - APPLICATION ONLY)

- Participate in strength and conditioning training for their chosen discipline
- Measure performance growth over a 12 month period
- Complete the Certificate II Sport and Recreation VET Course



# Humanities Pathways



## YR 9 HUMANITIES ELECTIVES

### YR 9 WAR AND REVOLUTION

- Australian Frontier Wars: What were the first and only wars fought on our shores and what did they lead to? How do those wars relate and influence how we live today?
- The Industrial Revolution: Why can you own a phone, a computer or a car? What needed to happen first for this to be possible?
- World War One: From the Western Front to the Home Front!
- Skills: critical thinking, source analysis and research skills

### YR 9 FOOD SECURITY AND FEEDING THE FUTURE

- How much food is produced each year, and how much is wasted!
- Food needs of a rapidly growing global population
- Climate change and its impact on food production
- Skills: mapping, graphing and the use of spatial technology such as satellite mapping and local knowledge - how we produce food in the Wimmera

### YR 9 LIVING IN THE LUCKY COUNTRY

- Good Debt, Bad Debt and Interest
- Changes in the Workplace: Artificial Intelligence, Work Trends
- Dream Job Options
- Australian Values: Citizenship
- Skills: job application writing, planning for the future and managing finances

## YR 10 HUMANITIES ELECTIVES

### YR 10 MONEY MONEY MONEY

- How can I make and save money?
- Topic highlights: How to rent and buy a property - how to make a smart financial decision and comparing global economies - communism vs. capitalism
- Skills: Analysing real life case studies and apply key learning to my life

### YR 10 POWER TO THE PEOPLE

- How government in Australia is formed - every vote counts!
- How the media influences the way people vote
- Comparing Australian democracy to socialism in China
- Australia's role in international peacekeeping
- Skills: Understanding politicians and making judgements based on evidence

### YR 10 LAW AND ORDER

- The real-life concepts behind your favourite TV shows (Criminal Minds, Law and Order, Dexter) and True Crime Documentaries
- Topic highlights: Criminal Law - how to convict someone of murder vs. manslaughter, civil Law - what to know if someone says "I'm going to sue you!" and human rights - do we have freedom against torture in Australia?
- Skills: Evaluating real life case studies and understanding our legal system and analysing the laws within it.

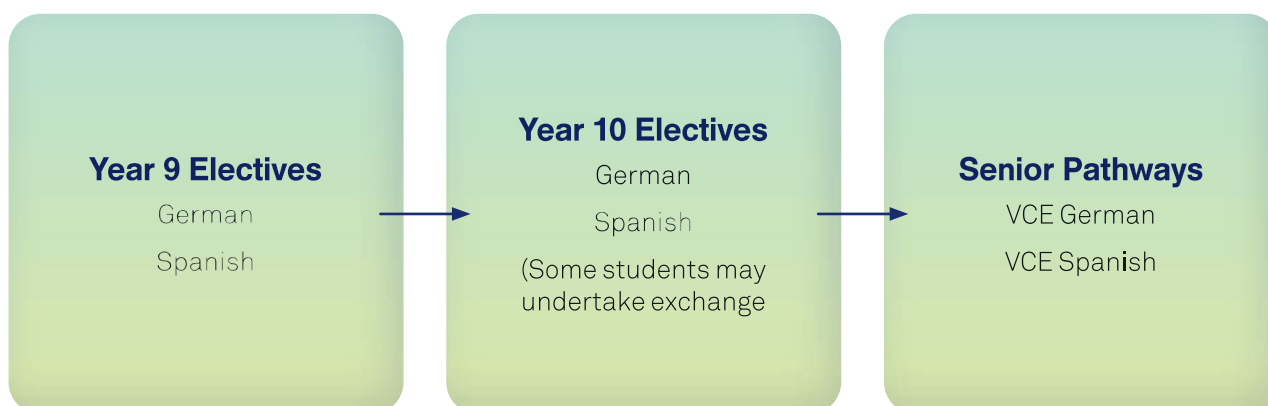
### YR 10 STRUGGLES FOR FREEDOM

- WW1: How did the first global war change society forever?
- The Holocaust: How did ideas drastically change during the 1940s in Germany? How do the ideas that were present in the 1940s continue today?
- Rights and Freedoms: Civil Rights Movement (USA & Australia), Women's Rights, Indigenous Rights.
- Music of Protest: From Billie Holiday to Kendrick Lamar.
- Skills: Critical thinking and comparing movements of the past to protests and movements in the present. Determining Significance - why do we remember some people and not others?

### YR 10 A SUNBURNT COUNTRY - CHALLENGE AND CHANGE

- Think like a Geographer: SPICESS (Space, Place, Interconnection, Change, Environment, Sustainability, Scale)
- Fieldwork, field sketching, annotation of coastal environments
- Geographies of Human Wellbeing: Demographics, Statistics and presentation of information
- Skills: Mapping using BOLTSS and drawing topographic cross sections, evaluating geographic case studies using SPICESS and critical thinking skills: Developing geographical questions and finding solutions

# Language Pathways



## YR 9 LANGUAGE ELECTIVES

### YR 9 GERMAN

- Communicating about yourself
- School in Germany and Australia
- Communicating in the past about holidays
- Life as a teenager
- The environment

### YR 9 SPANISH

- My best friend
- My house
- My neighbourhood
- Daily routines
- Healthy lifestyles

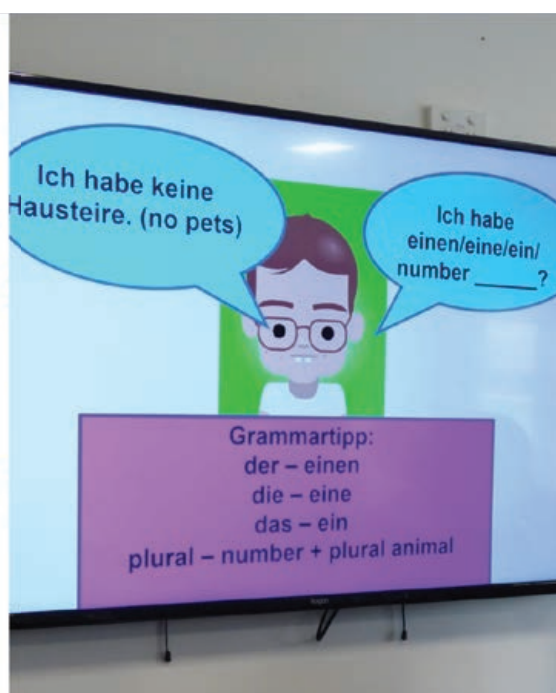
## YR 10 LANGUAGE ELECTIVES

### YR 10 GERMAN

- Personal identity and schooling
- The world of work
- Health and fitness
- The environment and ecotourism
- Fairy tales, legends and poetry

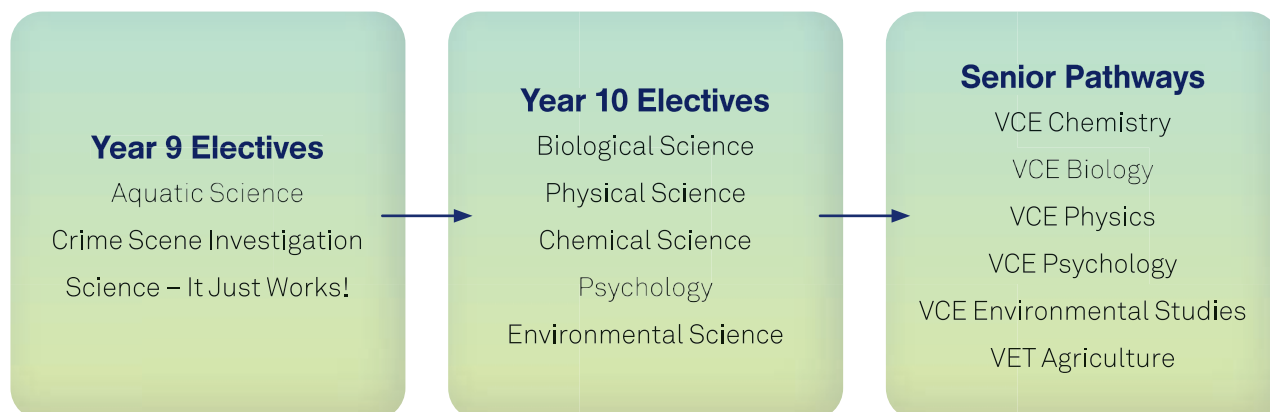
### YR 10 SPANISH

- My relationships and future plans
- Travel in the Hispanic world
- The news media
- The environment
- Myths and legends





# Science Pathways



## YR 9 SCIENCE ELECTIVES

### YR 9 AQUATIC SCIENCE

- The chemistry of water and reactions
- Forces in water
- Ecosystems
- Investigation skills and student designed investigation

### YR 9 CRIME SCENE INVESTIGATION

- Understand Crime scene and eye witness basics
- Collect and analyze a variety of evidence types
- Explain the reasons why DNA evidence is so valuable and its limitations
- Explore Arson investigation and accident reconstruction

### YR 9 SCIENCE – IT JUST WORKS!

- Investigate the chemistry of food and how it is stored and preserved
- Discover ways Materials are made and how reactions form new substances
- Comparing the use of different materials in sustainable house design
- Investigating the properties of health and beauty products

## YR 10 SCIENCE ELECTIVES

### YR 10 BIOLOGICAL SCIENCE

- Understand the structure and function of cells
- Discuss the storage and reproduction of DNA for new cells and reproduction of species
- Investigate how traits are inherited through generations
- Describe how the theory of evolution explains how all current organisms came to be

### YR 10 PHYSICAL SCIENCE

- Understand energy flow/transfer generally and in particular in the earth's atmosphere
- Use evidence to explain the origins of our universe
- Predict the motion of objects by utilising the laws of physics
- Investigate the movement of a magnet and wire to produce electricity.
- Operate circuits and measuring voltage and current

### YR 10 CHEMICAL SCIENCE

- Understand the structure and properties of atoms
- Describe radioactivity and the process of radioactive emissions
- Read the periodic table and understanding the way it groups elements
- Identify a chemical y name and giving it a formula
- Balance chemical equations
- Perform and make sense of chemical reactions

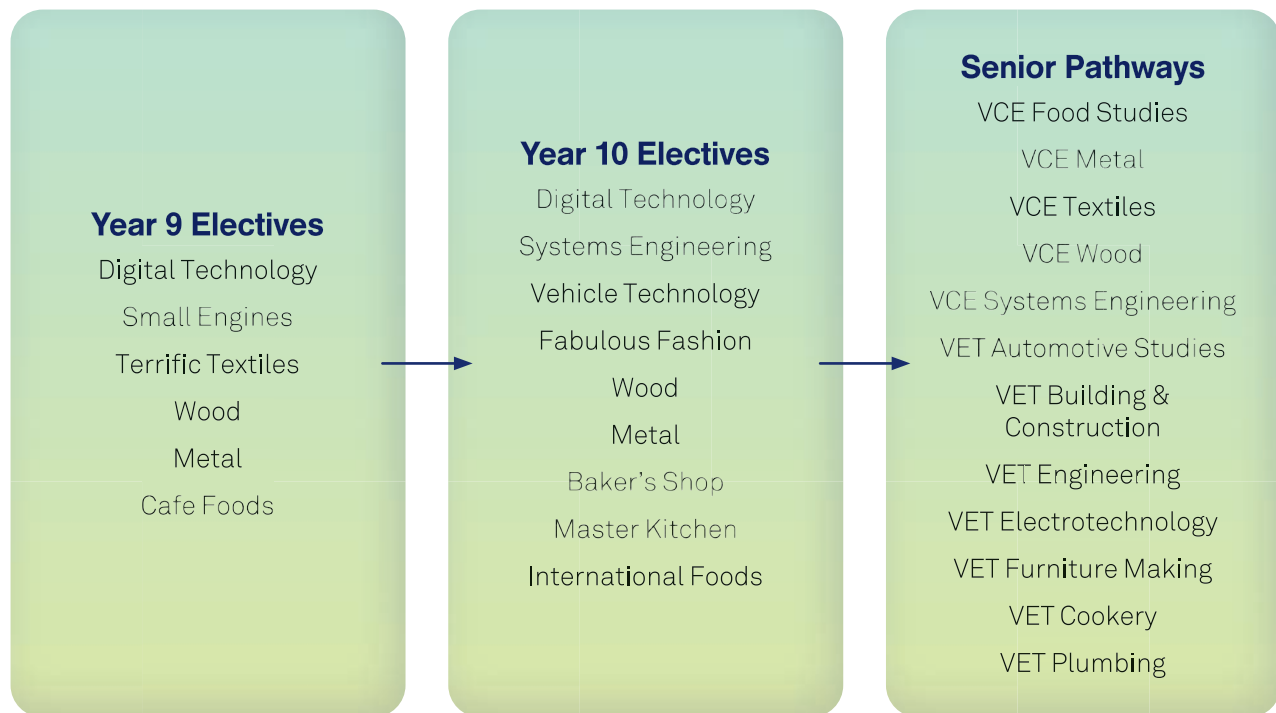
### YR 10 PSYCHOLOGY

- Introduction to the Wonderful World of Psychology - focusing on ethics and research methods
- An investigation of the human brain and nervous system
- Personality - what makes us who we are
- Social Psychology - focusing on you, me and us
- Exploring Motivation

### YR 10 ENVIRONMENTAL SCIENCE

- Explore Earths systems and how they interact
- Investigate the role of biodiversity in healthy environment
- Describe and explore factors contributing to climate change and solutions

# Technology Pathways



## YR 9 TECHNOLOGY ELECTIVES

### YR 9 DIGITAL TECHNOLOGY

- Learn programming principles and algorithm design
- Create Apps in Scratch and Small Basic
- Program robots
- Using Gamemaker to create arcade and platform games

### YR 9 SMALL ENGINES

- Develop an understanding of small engine operation
- Study 2 stroke and 4 stroke engine design and operation
- Safe work practices and equipment use
- Conduct diagnosis and repairs to small engines

### YR 9 TERRIFIC TEXTILES

- Learn to use an overlocker and refine your skills on the sewing machine
- Produce a range of projects including pyjama pants, bag, upcycled product, free choice
- Learn how to follow commercial patterns
- Follow the design process and evaluate your projects

### YR 9 DESIGN AND TECHNOLOGY - WOOD

- Follow the product design process to create a folio for set projects
- Use a range of hand tools and power equipment safely
- Produce a range of different skills tasks and projects/products
- Use new and emerging technology to design and produce products

*Please note: This subject incurs an additional cost for larger projects*

### YR 9 DESIGN AND TECHNOLOGY - METAL

- Follow the product design process to create a folio for set projects
- Use a range of hand tools and power equipment safely
- Produce a range of different skills tasks and projects/products
- Projects include; Sheet metal toolbox, Camp BBQ, bar stool and/or free choice product Please note: This subject incurs an additional cost for large projects

### YR 9 CAFE FOODS

- Produce a variety of cafe-style quality recipes
- Develop knowledge of a range of ingredients
- Develop a range of complex cooking techniques and processes
- Improve quality products with the consideration of healthy eating and sustainability



## YR 10 TECHNOLOGY ELECTIVES

### YR 10 DIGITAL TECHNOLOGY

- Learn programming principles and algorithm design
- Create Apps in Scratch and Small Basic
- Program robots
- Using Gamemaker to create arcade and platform games

### YR 10 SYSTEMS ENGINEERING

- Follow the design process and evaluate projects
- Create a design folio
- Produce a range of electronic projects including a polarity tester, flashing bike light and stereo amplifier
- Develop skills using a range of hand and power tools  
Please note: This subject incurs an additional cost

### YR 10 VEHICLE TECHNOLOGY

- Develop an understanding of a wide range of automotive systems
- Safe work practices and equipment use
- Study petrol, diesel and alternative fuel sources for automotive use
- Conduct diagnosis and repairs to automotive systems

### YR 10 FABULOUS FASHION

- Explore techniques using the sewing machine, overlocker and screen-printing
- Produce a range of projects such as applied towel, hoody, quillow, free choice product
- Learn to follow a commercial pattern
- Follow the design process and evaluate your projects

### YR 10 DESIGN AND TECHNOLOGY - WOOD

- Follow the product design process to create a folio for set projects
- Use a range of hand tools and power equipment safely
- Produce a range of different skills tasks and projects/products
- Use new and emerging technology to design and produce products  
Please note: This subject incurs an additional cost for the furniture project

### YR 10 DESIGN AND TECHNOLOGY - METAL

- Follow the product design process to create a folio for set projects
- Use a range of hand tools and power equipment safely
- Produce a range of different skills tasks and projects/products
- Yr 10 Baker's Shop
- Produce cakes, breads, pastries, biscuits and slices
- Produce a variety of bakery recipes safely and hygienically
- Develop a range of complex cooking techniques and processes
- Develop designing ideas using modern technology  
Please note: This subject may incur an additional cost

### YR 10 BAKER'S SHOP

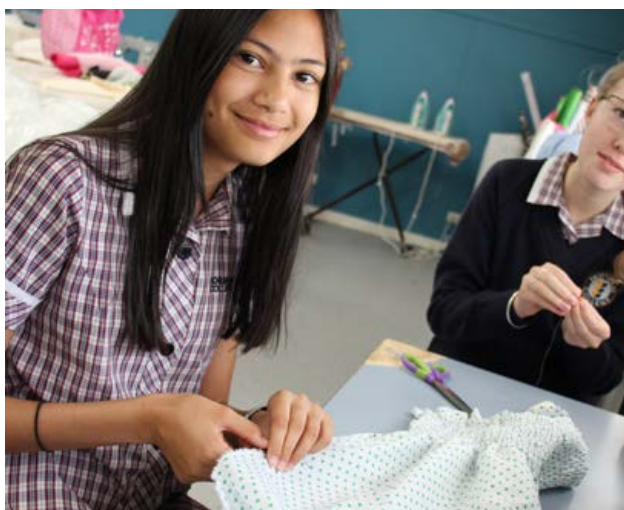
- Produce cakes, breads, pastries, biscuits and slices
- Produce a variety of bakery recipes safely and hygienically
- Develop a range of complex cooking techniques and processes
- Develop designing ideas using modern technology  
Please note: This subject may incur an additional cost

### YR 10 MASTER KITCHEN

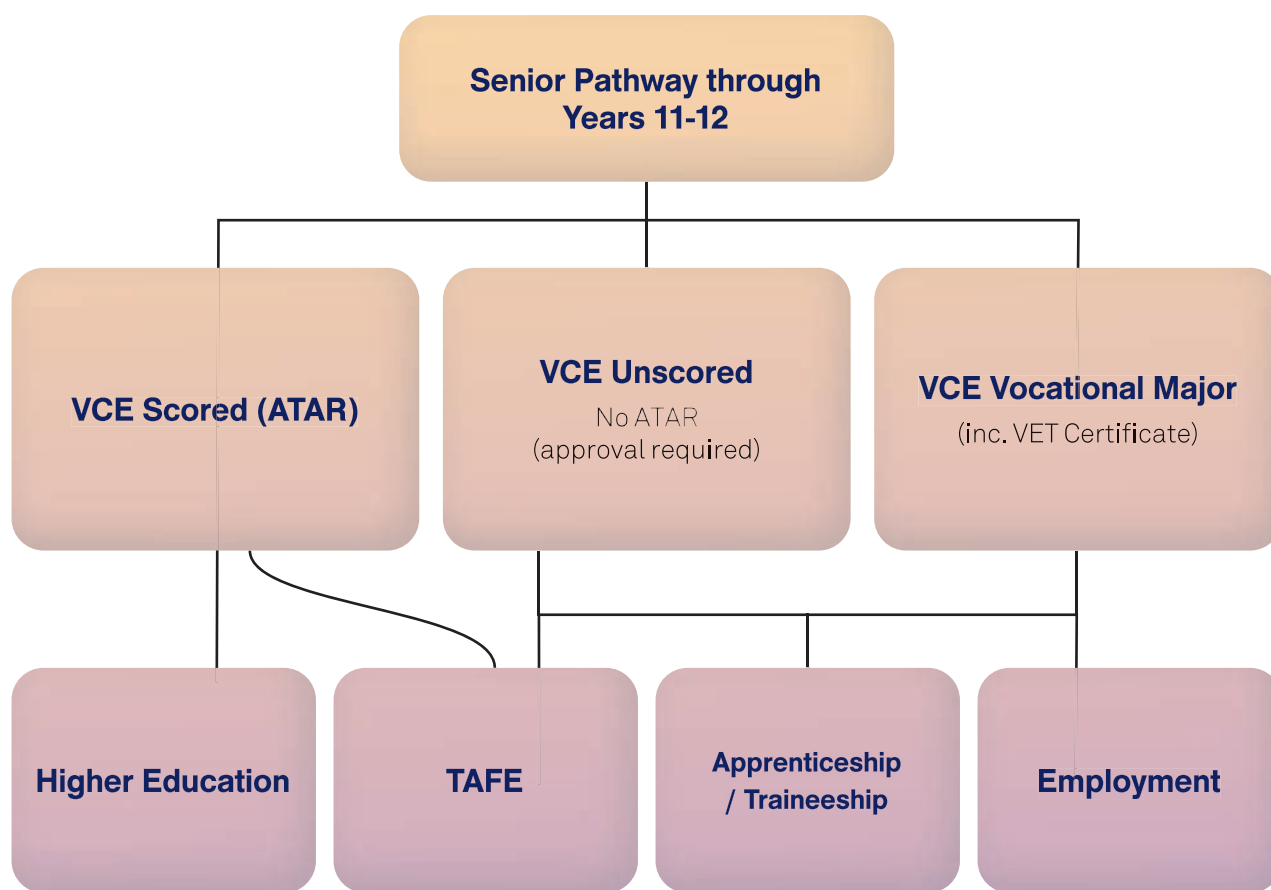
- Produce a variety of recipes using different methods of cookery; such as baking, boiling, braising, stewing, grilling and frying
- Develop a range of complex cooking techniques and processes
- Develop experience using a range of tools and equipment

### YR 10 INTERNATIONAL FOODS

- Produce a variety of cuisines from around the world
- Develop a range of cultural cooking techniques and processes safely and hygienically
- Identify individual cuisine's historical, religious and social significance
- Investigate, design, produce and evaluate a variety of cuisines  
Please note: This subject may incur an additional cost



# Senior Pathways



Horsham College recommends the scored VCE or VCE Vocational Major for most students. Students considering other options will need to receive approval.

Note: This is an implementation plan, not an eligibility map. It is based on students enrolling in six subjects each semester in Yr 11 and five each semester in Yr 12 for a standard enrolment.





Details/Subject Group	Scored VCE Higher Ed Pathway	Unscored VCE	Vocational Major	Vocational Pathways Certificate
<b>Qualification</b>	VCE (Senior School Leaving Certificate) plus ATAR	VCE (Senior School Leaving Certificate)	VCE (Senior School Leaving Certificate) plus Vocational Certificate level qualification	Not a senior school leaving certificate. Equivalent of Yr 10+
<b>Assessment</b>	Scored	S/N	S/N	S/N
<b>For</b>	Students considering studying at university	Students who change their mind in Yr 12 and no longer want to pursue further study	Students considering study at TAFE, Apprenticeships, Traineeships or Employment. Students with an SBAT or who want SWL	Students with educational challenges, who don't want to complete Yr 12, or who want to move into employment
<b>Limitations</b>	No vocational qualification included.	Unsuitable for many higher studies courses. No vocational qualification included.	Unsuitable for many higher studies courses.	Not a senior school leaving certificate or equivalent.
<b>English/Literacy</b>	1-2, 3-4 English group. 3 units required, including 3-4 sequence.	1-2, 3-4 English group. 3 units required, including 3-4 sequence.	1-2, 3-4 English group or Literacy. 3 units required, including 3-4 sequence.	1-2 Literacy
<b>Maths/Numeracy</b>	1-2 Maths (any), 3-4 Maths (optional)	1-2 Maths (any), 3-4 Maths (optional)	1-2 Maths or Numeracy, 3-4 Maths or Numeracy (2 units required)	1-2 Numeracy
<b>Vocational VCE Sequences</b>	Not available	Not available 2022-2024. Optional from 2025 2 x WRS 2 x PDS	Compulsory: 2 x WRS, 2 x PDS	Compulsory: 2 x WRS, 2 x PDS
<b>VET</b>	2 VET Credits (optional)	2 VET Credits (optional)	2 VET Credits (compulsory). If taken as a sequence, can contribute to 3-4 requirements.	VET Credits (optional). Can receive credit for VET Cert 1
<b>Other Program Enrolment Requirements</b>	8 additional Yr 11 units, 4 additional Yr 12 sequences	8 additional Yr 11 units, 4 additional Yr 12 sequences	4+ additional units (at least four sequences in total at 3-4 level)	4+ additional units

## What is the VCE Vocational Major (VM)?

The VCE Vocational Major is a vocational and applied learning program that sits within the VCE. There are four subjects that will make up the core of your program. It takes what is called an 'Applied Learning Approach'. Applied learning involves students engaging in relevant learning experiences in a real world context.

The VCE Vocational Major is the replacement for the Intermediate and Senior VCAL. It is a two year program over Year 11 and 12. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it.

## What do I have to do to get my VCE VM?

Students must successfully finish at least 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 3 other Unit 3–4 sequences
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 hours)

Most students will undertake between 16–20 units over the two years. You can also do other VCE subjects, and structured workplace learning

## Who decides if I have satisfactorily completed a VCE or VCE VM unit?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

## Can I combine VCE subjects with VCE VM subjects?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory subject requirements of the VCE VM subjects.

## Can I participate in Structured Workplace Learning (SWL) or a School Based Apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

# VCE VM Subject Overviews

## Literacy

### Unit 1

- Literacy for personal use- understand how texts are constructed for different purposes, audiences and contexts.
- Responding to and creating a range of digital content, suitable for a community, workplace or VET.

### Unit 2

- Explain the purpose, audience and main ideas of arguments presented in different text types by creating a range of annotations, written, oral and multimedia responses.
- Interpret the values and opinions of others and present points of view.

### **Unit 3**

- Locate, read and understand the purpose, audience and context in a variety of informational, organisational and procedural texts and real-life documents.
- Create organisational, informational and procedural texts that reflect a specific workplace or VET.

### **Unit 4**

- Produce a range of written, visual and multimodal texts for the promotion of self, a product or chosen community group.
- Negotiate the topic of choice for, and complete, an oral presentation that showcases reflections and evaluations of student learning.

## **Numeracy**

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

## **Personal Development Skills**

### **Unit 1**

- Explain and discuss key concepts relating to personal identity and emotional intelligence.
- Plan, implement and reflect on an individual or group activity to improve health and wellbeing.
- Investigate key advancements in technology and the impact of technology on individuals and society

### **Unit 2**

- Explore the concept of community at a local, national and global level.
- Examine issues affecting communities, both in the current context and in anticipation of future challenges.
- Consider the benefits and challenges of community engagement to address a range of issues.

### **Unit 3**

- Examine the characteristics of social awareness and a range of interpersonal skills to facilitate respectful interactions with others.
- Investigate the concept of leadership and the qualities of effective, ethical leaders.
- Examine leadership and collaboration within teams.

### **Unit 4**

- Complete an extended community project that addresses an environmental, cultural, economic or social issue.
- Implement a detailed plan for the selected community project.
- Evaluate the outcomes of the completed community project.

## **Work Related Skills**

### **Unit 1: Careers and learning for the future**

- Identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects.
- Forecast potential employment possibilities and evaluate several educational pathways that would support the acquisition of skills and knowledge required for a selected industry growth area.

### **Unit 2: Workplace skills and capabilities**

- Identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice.
- Demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

### **Unit 3: Industrial relations, workplace environment and practice**

- Analyse and evaluate the characteristics of a healthy, collaborative, cooperative and harmonious workplace, and identify and explain strategies to contribute to a healthy workplace environment.
- Outline the National Employment Standards and methods for determining pay and conditions, explain the characteristics of workplace bullying, discrimination and sexual harassment, and outline the processes and legal consequences for breaches and analyse the personal ramifications that may follow.
- Apply a variety of appropriate questioning and listening techniques within a workplace or simulated workplace, and understand how to develop networks, professional relationships and work effectively in diverse teams.

### **Unit 4: Portfolio preparation and presentation**

- Analyse the limitations and advantages of the features and uses of physical and digital and/or hybrid portfolios as they relate to potential employment in a chosen industry area or application to higher education.
- Present personal skills and attributes in the form of a physical and/or digital portfolio and evaluate evidence and artefacts for future enhancements.



# THE VCE PROGRAM

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education and provides pathways to further study at university, TAFE and to the world of work.

The VCE is designed to be completed over a minimum of two years and includes VCE subjects as well as VET (Vocational Education and Training) subjects.

Units 1-2 are usually completed in Yr 11. Units 3-4 are usually completed in Yr 12. Many students apply to undertake certain sequences in lower year levels.

To graduate, students must pass 16 units. This must include at least three units of a VCE English, including a Unit 3-4 sequence. It must also include at least three other VCE sequences.

## VCE VET

As part of VCE, students can choose a Vocational Education and Training program. It contributes to the VCE in the same way as a VCE subject. See the VET section of this book for more information.

## Apprenticeships and Traineeships

School-based Apprenticeships can also contribute to the VCE. See the relevant section of this book.

## Advice for Students entering Yr 11 in 2025

- You must select 6 units in each semester (a total of 12 units) including an English in each semester.
- If a student completed Units 1-2 in Yr 10, they can undertake Units 3-4 in Yr 11 provided they submit an expression of interest at <https://forms.gle/QmLYDAtnhBhTq5f7> and meet the academic, behaviour and attendance requirements

## Advice for Students entering Yr 12 in 2025

- Students must select five Unit 3-4 sequences.
- Students must select Units 3-4 English.
- Units 3-4 are taken as a sequence. You must choose both.
- Changes are possible at the start of 2025 but the later the change, the more you will be disadvantaged.

## ATAR Scores and Study Combinations

A student's ATAR is calculated by VTAC by adding:

- the scaled score from one English study
- the next best three scaled scores
- 10% of a fifth and sixth score

*Please note, the subjects listed in this section of the book are offered at Horsham College if there is adequate demand. Additional subjects may be studied via Distance Education. See Mr Rigas for more information.*

## ACCOUNTING

### UNIT 1: THE ROLE OF ACCOUNTING IN BUSINESS

- Investigate the role of accounting
- Recording financial data and reporting accounting information for a service business
- Understanding of the role and importance of accounting in operating a business, and consider how accounting is used to provide information for making operational and investment decisions.

### UNIT 2: ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS

- Accounting for inventory, the most important asset in a business!
- Accounting for and managing accounts receivable, accounts payable and managing non-current assets
- Setting up the accounting process for a trading business

### UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

- Recording and analysing financial data
- Preparing and interpreting accounting reports

### UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING

- Extension reporting and recording
- The impact of Bad Debts and Depreciation on reports
- Budgeting and decision-making

## ART CREATIVE PRACTICE

### UNIT 1: ARTISTS, ARTWORKS AND AUDIENCES

- Discuss the practices of three artists and interpret one artwork by each artist
- Develop and make visual responses informed by exploration of own interests and ideas
- Document and evaluate the components of the Creative Practice used to make personal responses

### UNIT 2: INTERPRETING ARTWORKS AND DEVELOPING THE CREATIVE PRACTICE

- Analyse and compare practices of artists and artworks from different cultures and times
- Use the creative process to explore ideas and issues to make and present at least one finished artworks using collaborative approaches
- Critically reflect and document own use of the creative process of the Creative Practice to make visual responses

### UNIT 3: INVESTIGATION, IDEAS, ARTWORKS, AND THE CREATIVE PRACTICE

- Develop personal ideas using research
- Examine artwork and the practice of an artist
- Use Creative Practice and produce one final artwork

### UNIT 4: INTERPRETING, RESOLVING AND PRESENTING ARTWORKS AND THE CREATIVE PROCESS

- Document use of the Creative Practice to resolve ideas in a body of work
- Compare practices, meanings and messages of historical and contemporary works

## ART MAKING AND EXHIBITING

### UNIT 1: EXPLORE, EXPAND AND INVESTIGATE

- Understand and demonstrate technical skills using materials in own art making
- Make and present at least one finished artwork and document making in arts journal
- Research of Australian artists and present information on their works

### UNIT 2: UNDERSTAND, DEVELOP AND RESOLVE

- Select a range of artworks from an exhibition and designing own curated exhibition
- Explore and document the use of Art elements, Art principles to make artworks in response to a theme
- Document own art making to develop and resolve subject matter and ideas in at least one finished artwork

### UNIT 3: COLLECT, EXTEND AND CONNECT

- Collect information from artworks in specific art forms to develop ideas in relation to own art making
- Make artworks in specific art forms, prepare and present a critique and reflect on feedback
- Research and plan an exhibition of the artworks of three artists

### UNIT 4: CONSOLIDATE, PRESENT AND CONSERVE

- Refine and resolve at least one finished artwork in a specific art form and document the materials, techniques and processes used in art making
- Prepare and present a critique of art making and at least one finished artwork in a specific form
- Understand the presentation, conservation and care of artworks

## AUSTRALIAN POLITICS

### UNIT 1: POLITICS, POWER AND POLITICAL ACTORS

- The sources of political power within Australia
- How political actors use power to achieve change
- Key political actors within Australia
- Political participation through social movements, protests, political party membership

### UNIT 2: DEMOCRACY, STABILITY AND CHANGE

- Free and fair elections, human rights, rule of law
- Strengths and weaknesses of Australian political institutions
- Principles that underpin democracy such as free elections
- Institutions of global government such as the United Nations

### UNIT 3: GLOBAL COOPERATION AND CONFLICT

- Responses of organisations such as the UN to war and conflict
- Effectiveness of international laws
- Political crisis, their causes and consequences
- Evaluate responses to political crisis

### UNIT 4: POWER IN THE INDO PACIFIC

- Sources and forms of power in the Indo Pacific
- Foreign policy
- Political challenges in the Indo Pacific
- Achieving change in the Indo Pacific

## BIOLOGY

### UNIT 1 - HOW DO ORGANISMS REGULATE THEIR FUNCTIONS?

- Examine the structure and function of cells.
- Explain the cell cycle, growth and differentiation.
- Explore how plant and animal systems function.
- Design an investigation into ways organisms regulate their functions for survival.

### UNIT 2 - HOW DOES INHERITANCE IMPACT DIVERSITY?

- Describe the benefits of different reproductive strategies of organisms.
- Explain how chromosomes pass on genetic information and predict outcomes of genetic crosses.
- Explain ways that inherited traits and adaptations impact on survival and diversity of species.
- Explore how science is used to investigate and communicate bioethical issues

### UNIT 3 - HOW DO CELLS MAINTAIN LIFE?

- Understanding DNA as a set of instructions for the creation of proteins
- Systems for genetic engineering and analysis of DNA samples
- Enzymes as catalysts for biochemical reactions to maintain life
- Photosynthesis and Cellular respiration as major biochemical reactions in living systems

### UNIT 4 - HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES?

- Designing and carrying out experiments, analysing results and reporting these in an effective manner
- Comparing relatedness between species and using evidence for the evolution of life
- Genetic changes which drive physical, behavioural and chemical changes to form advantages in species for evolution
- Mechanisms by which the body combats disease including for the innate and adaptive immune system

## BUSINESS MANAGEMENT

### UNIT 1: PLANNING A BUSINESS

- Explore factors affecting business ideas and the internal and external environments within which businesses operate
- Characteristics of successful business managers
- Sources of business opportunities
- Business concept development

### UNIT 2: ESTABLISHING A BUSINESS

- Legal requirements of establishing a business
- Policies and procedures required within businesses
- Marketing, customer bases and businesses
- Public relations strategies

### UNIT 3: MANAGING A BUSINESS

- Types of businesses and business objectives
- Management styles and skills
- Human resource management
- Operations systems, inputs, processes, outputs

### UNIT 4: TRANSFORMING A BUSINESS

- Business change, proactive and reactive approaches
- Key performance indicators as sources of data
- Leadership and change management
- Developing corporate culture

## CHEMISTRY

### UNIT 1 - HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

- Explain what makes up an atom and relate elements in the periodic table to their structures and properties
- Investigate the structures, properties and reactions of covalent compounds, metals and ionic compounds and use chromatography as a separation technique
- Calculate mole quantities
- Investigate the structures and properties of organic compounds, including polymers.
- Investigate a research question related to materials

### UNIT 2 - HOW DO CHEMICAL REACTIONS SHAPE THE NATURAL WORLD?

- Explain the unique properties of water in terms of structure and bonding
- Investigate and analyse acid-base and redox reactions in society
- Measure the solubility and concentration of substances in water and determine amounts using volumetric analysis, ideal gas equation, stoichiometry and calibration curves
- Design and conduct a laboratory investigation related to the production of gases, acid-base or redox reactions or the analysis of substances in water (NEXT PG.)

### UNIT 3 - HOW CAN DESIGN AND INNOVATION HELP TO OPTIMISE PROCESSES?

- Compare fossil fuels and biofuels with reference to energy outputs and evaluate energy resources based on energy efficiency, renewability and environmental impact
- Apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised
- Evaluate the sustainability of electrochemical cells in producing energy and electrolytic cells in producing useful materials for society

### UNIT 4 - HOW ARE CARBON-BASED COMPOUNDS DESIGNED FOR PURPOSE?

- Analyse the general structures and reactions of the major organic families of compounds and design reaction pathways
- Analyse organic compounds and their structures using instrumental analysis data, explain how some medicines function and analyse how some natural medicines can be extracted and purified
- Design and conduct a laboratory investigation related to the production of energy and/or chemicals and/or the analysis or synthesis of organic compounds

## DANCE

### UNIT 1

- Create and perform a solo, duo or group dance
- Learn and perform a teacher-choreographed dance work
- Develop physical and technical dance skills
- Apply knowledge of physiology to the care and maintenance of the dancer's body

### UNIT 2

- Expand their personal movement vocabulary and choreographic skills
- Create and perform a solo dance work
- Learn and perform a teacher-choreographed work
- Analyse dance styles and traditions from other cultures

### UNIT 3

- Choreograph, rehearse and perform a solo dance work
- Develop physical and technical dance skills
- Learn and perform a teacher-choreographed group dance work
- Analyse two solo dance works to develop understanding of the choreographic process

### UNIT 4

- Choreograph, rehearse and perform a solo dance that communicates an intention
- Document and analyse the dance making and performance processes
- Analyse a group dance work by a 20th century choreographer

## DRAMA

### UNIT 1

- Devise and document solo and/or ensemble drama works
- Perform drama works to an audience
- Analyse the development and the performance of their work
- Analysing of professional ideas, stories and character in a drama performance, by drama practitioners.

### UNIT 2

- Devise and document the process used to create a performance
- Present a performance that reflects aspects of Australian Identity
- Analyse an Australian drama performance



### UNIT 3

- Develop and present characters within a devised ensemble performance
- Analyse the use of processes, techniques and skills to create and present an ensemble performance
- Analyse and evaluate a professional drama performance

### UNIT 4

- Demonstrate the application of symbol and transformation of character
- Dramatic techniques
- Use stimulus material to devise a solo performance
- Analyse and evaluate the creation, development and presentation of a solo performance

## ECONOMICS

### UNIT 1: ECONOMIC DECISION MAKING

- Microeconomics, macroeconomics, resources and labour
- Resources and scarcity, choice, opportunity cost
- Purpose of economic activity
- Consumer behaviour

### UNIT 2: ECONOMIC ISSUES AND LIVING STANDARDS

- Economic indicators and what they mean
- Factors affecting supply and demand of resources
- Investigation of economic issues
- Analyse a variety of economic perspectives

### UNIT 3: AUSTRALIA'S LIVING STANDARDS

- Conditions required for a free market economy
- Effects of changes in supply and demand
- Factors affecting the price of goods and services
- Types of market failure

### UNIT 4: MANAGING THE ECONOMY

- How we keep the economy stable
- Government's role in economics
- Impact of economic policies
- Environmental policies and their impact on the economy

## ENGLISH

### UNIT 1

- Reading and exploring texts
- Crafting texts

### UNIT 2

- Reading and exploring texts
- Exploring argument

### UNIT 3

- Reading and responding to texts
- Creating texts

### UNIT 4

- Reading and responding to texts
- Analysing argument

## ENGLISH LITERATURE

### UNIT 1

- Reading practices
- Exploration of literary movements and genres

### UNIT 2

- Voices of country
- The text in its context

### UNIT 3

- Adaptions and transformations
- Developing interpretations

### UNIT 4

- Creative responses to texts
- Close analysis of texts

## ENVIRONMENTAL SCIENCE

### UNIT 1 - HOW ARE EARTH'S DYNAMIC SYSTEMS INTERCONNECTED TO SUPPORT LIFE?

- Investigate local ecosystems
- Explain process and interactions of Earth Systems
- Consider options for management of environmental challenges
- Using data and modelling to study Earth's Systems

### UNIT 2 - WHAT EFFECTS EARTH'S CAPACITY TO SUSTAIN LIFE?

- Discuss the characteristics, impacts and management of a variety of pollutants
- Explain the challenges of providing quality and affordable food and water for the world
- Consider options for management of sustainability of food and water resources
- Investigate how science can be applied to address the impacts of natural and human activities

### UNIT 3 - HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

- Understand how ecosystems provide services
- Articulate the importance of maintaining biodiversity
- Assess when development is sustainable through a range of case studies
- Evaluate the current environmental management strategies used to protect the environment (NEXT PG.)

### UNIT 4 - HOW CAN CLIMATE CHANGE AND THE IMPACTS OF HUMAN ENERGY USE BE MANAGED?

- Consider strategies for responding to and mitigating climate change
- Compare options for sustainable and suitable energy sources for the future
- Formulate hypotheses and make predictions
- Explain scientific ideas

## FOOD STUDIES

### UNIT 1 - FOOD ORIGINS

- Food origins and farming systems of ancient cultures
- Indigenous and colonists food
- Patterns of food in Australia
- Influence of migrants and food trends

### UNIT 2 - FOOD MAKERS

- Major food industries, food suppliers and consumers
- Food in the home - food for families
- Food intolerances, restrictions and allergies

### UNIT 3 - FOOD IN DAILY LIFE

- Food in daily life
- Food science
- Food safety
- Social Influences on food choices

### UNIT 4 - FOOD ISSUES, CHALLENGES AND FUTURE

- Environment and ethical issues related to food products
- Food systems around the world
- Analysis of global food problems including food shortages
- Food sustainability

*\*Please note: This subject incurs an additional cost*

## GEOGRAPHY

### UNIT 1: HAZARDS & DISASTERS

- Volcanoes, earthquakes, erosion, earthquakes, tsunamis, landslides
- Weather, climate and water hazards such as bushfires and floods
- Biological hazards such as diseases and, weeds and cane toads
- Hazards caused by humans including oil spills, radiation leaks and rising sea levels
- Responses to hazards and disasters

### UNIT 2: TOURISM

- Location and distribution of different types of tourism
- Environmental and economic impact of tourism
- Planning and managing sustainable tourism
- Collect, sort and process fieldwork data

### UNIT 3: CHANGING THE LAND

- Distribution of land cover including farmland, grassland, tundra
- Glaciers, ice sheets and forests
- Impact of human activities on the land
- Impact of natural processes on the land

### UNIT 4: HUMAN POPULATION

- Distribution of the global population and factors that impact this
- Causes of population change since the 1950's
- Comparison of population within and between countries
- Analyse maps, data and other geographical information

## GERMAN

### UNIT 1

- Extended spoken interaction with teacher in German
- Response to questions in English and German, interpreting information from German texts
- Written presentation in German about an aspect of German culture

### UNIT 2

- Extended written response in German to spoken, written or viewed texts
- Extended written response in German analysing an aspect of German culture
- Oral presentation in German about an aspect of German culture

### UNIT 3

- Role play with teacher negotiating a solution to a personal issue in German
- Written response to written, spoken and viewed texts in German
- Personal, imaginative or informative writing in German

### UNIT 4

- Interview in German with teacher about an aspect of German culture
- Written response in German incorporating information from German texts
- Evaluative or persuasive writing in German

## HEALTH AND HUMAN DEVELOPMENT

### UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

- Dimensions of Health and Wellbeing – Physical, Social, Emotional, Mental and Spiritual
- Explain indicators used to measure health status of youth
- Youth health and wellbeing including major health inequalities impacting Australia's youth and causes of these
- Explore food and nutrition as foundations for good health including nutrition information, food selection models and initiatives to evaluate nutrition information

### UNIT 2: MANAGING HEALTH AND DEVELOPMENT

- Overview of the human lifespan including developmental transitions from youth to adulthood.
- Analyse factors that contribute to healthy development during prenatal and early childhood stages of the human lifespan
- Australia's health care system including Medicare, PBS, NDIS and Private Health

### UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

- Understanding Health and Wellbeing
- Interpret and apply Australia's health status data and analyse variations in health status.
- Explain changes to public health approaches and analyse improvements in population health over time.
- Evaluate health promotion strategies and initiatives.

### UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

- Analyse similarities and differences in health status and human development in low-, middle- and high-income countries, including Australia.
- Analyse relationships between the Sustainable Development Goals and their role in the promotion of health and human development.
- Evaluate the effectiveness of global aid programs.

## HISTORY

### UNIT 1: CHANGE AND CONFLICT

- WWI to WWII: What happened to cause the second world war
- Nazism, Fascism, Communism: The dominant ideologies and their impact in the 20th century
- Chancellor to Fuhrer: Hitler's rise to dictator and the impact on the German people

### UNIT 2: CHANGING WORLD ORDER

- The world's new superpowers: Understanding the world post-WWII climate and the rise of the USA and the Soviet Union
- Capitalism vs Communism: How these two ideologies impacted the world through the Cold War
- Analyse challenges such as terrorism and social order
- Explore popular movements such as environmentalism and feminism

### UNIT 3: THE FRENCH REVOLUTION

- Causes of the French Revolution - why did King Louis lose his power, and then his head?
- The role of Revolutionary leaders and ideas
- Why did the Revolution descend into terror, with thousands of people murdered?
- The ideals of the new society

### UNIT 4: RUSSIAN REVOLUTION

- How Tsar Nicholas' poor decisions led to him losing power
- The role of Communism in the Russian Revolution
- The role of Revolutionary leaders and ideas
- How did Revolution become civil war?
- The ideals of the 'new society'

## LEGAL STUDIES

### UNIT 1: THE PRESUMPTION OF INNOCENCE

- Understand the foundations of criminal and civil law, including how laws are made
- Investigate the key concepts of criminal law
- Consider criminal cases and determine the guilt of accused persons
- Debate appropriate sanctions for criminal offenders

### UNIT 2: WRONGS AND RIGHTS

- Investigate the key concepts of civil law
- Consider civil cases and determine liability
- Debate appropriate remedies to rectify civil wrongs
- Consider the ability of our legal system to protect rights

### UNIT 3: RIGHTS AND JUSTICE

- Look at both the criminal and civil justice system in Victoria
- Analysing the ability of the Victorian justice system to meet the principles of justice
- Discuss the rights of individuals in disputes and suggested reforms to the system

### UNIT 4: THE PEOPLE, THE LAW AND REFORM

- Investigate where law comes from
- Explore Australia's Constitution, and how it establishes law-making in Australia
- Understand how the courts and parliament are able to make law

## FOUNDATION MATHEMATICS

### UNIT 1

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement

### UNIT 2

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement

### UNIT 3

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement

### UNIT 4

- Algebra, number and structure
- Data analysis, probability and statistics
- Discrete mathematics
- Space and measurement

## GENERAL MATHEMATICS

### UNIT 1

- Data analysis
- Recurrence and financial maths
- Linear modelling
- Matrices

### UNIT 2

- Bivariate data
- Graphs and networks
- Transforming data
- Trigonometry

### UNIT 3

- Data Analysis
- Recursion & Financial Modelling

### UNIT 4

- Matrices
- Networks

## MATH METHODS

### UNIT 1

- Functions & Graphs
- Algebra
- Calculus
- Probability & Statistics

### UNIT 2

- Functions & Graphs
- Algebra
- Calculus
- Probability & Statistics

### UNIT 3

- Functions & Graphs
- Algebra
- Calculus
- Probability & Statistics



## UNIT 4

- Functions & Graphs
- Algebra
- Calculus
- Probability & Statistics

# SPECIALIST MATHEMATICS

## UNIT 1

- Algebra, number and structure including proofs, logic and algorithms
- Discrete mathematics including sequences, series, combinatorics and matrices
- Mathematical Investigation

## UNIT 2

- Data analysis, probability and statistics using simulations and sampling distributions
- Explore space and measurement using advanced trigonometry, transformations and vectors.
- Complex numbers
- Functions and relations
- Mathematical Investigation

## UNIT 3

- Discrete mathematics using logic and proof
- Functions, relations and their graphs
- Algebra, number and structure including complex numbers

## UNIT 4

- Differential calculus, integral calculus, differential equations and kinematics
- Vectors, vector and cartesian equations, vector calculus
- Data analysis, probability and statistics including linear combinations of random variables, distribution of sample mean, confidence interval and hypothesis testing.

# MEDIA STUDIES

## UNIT 1

- Describe the nature and form of representations within media products and forms from different times, locations and contexts
- Describe the characteristics of specific media audiences
- Analyse the structures within Australian fictional and non-fictional media stories

## UNIT 2

- Analyse the distinctive style of media across creators and producers in different media forms
- Learn media production processes and their relationship to specific media forms
- Identify the nature and forms of new media technologies

## UNIT 3

- Analyse the relationship between narratives
- Explore media codes, conventions, genres and styles
- Document the specified audience, narrative, and intention of media form and products
- Media production design

## UNIT 4

- Realise a media production design through production and post production processes
- Discuss the dynamic and changing relationship between the media and the audience and evaluate ethical and legal issues in the media

# OUTDOOR AND ENVIRONMENTAL STUDIES

## UNIT 1: CONNECTIONS WITH OUTDOOR ENVIRONMENTS

- The ways in which Indigenous peoples and non-Indigenous peoples understand and relate to nature
- The ways in which nature is understood, perceived and how we connect with outdoor environments.
- Understanding motivations for interacting with and the factors that affect an individual's access to experiencing outdoor environments

## UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS

- The different ways to understand outdoor environments and the impact of humans
- The effects of natural changes and impacts of land management practices on sustainability
- Students develop the practical skills required to minimise the impact of humans on outdoor environments.

## UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

- Investigate ecological, historical and social contexts of relationships between humans and outdoor environments in Australia
- Examine the dynamic nature of relationships between humans and their environment - locally in the Grampians and Otways. (NEXT PG.)

## UNIT 4: SUSTAINABLE OUTDOOR ENVIRONMENTS

- Explore the sustainable use/management of outdoor environments and assess the health of outdoor environments such as the Grampians and Little Desert
- Investigate how individuals and community members take action towards promoting sustainable and healthy outdoor environments
- Undertake an independent investigation into the changing relationships and sustainability of at least two different visited outdoor environments across both Units 3 and 4

*Please note: It is recommended that in completing each unit, students spend between 25 and 50 hours participating in outdoor experiences (not inclusive of time spent travelling or sleeping). This will include various camps, day trips and class excursions with practical experiences in the outdoors.*

## PHYSICS

### UNIT 1 - HOW IS ENERGY USEFUL IN SOCIETY?

- Analyse changes in thermal energy and describe environmental impacts
- Explain the nature of light using the wave model of matter
- Investigate and apply a DC circuit model to simple battery-operated devices and household electrical systems
- Apply mathematical models to analyze circuits and describe the safe and effective use of electricity.
- Explain how nuclear interactions have been used and abused by society

### UNIT 2 - HOW DOES PHYSICS HELP US UNDERSTAND THE WORLD?

- Investigate, analyse and mathematically model the motion of particles and bodies.
- Apply concepts and explain an observation of the physical world from a choice of options.
- Design and undertake an investigation of a physics question

### UNIT 3 - HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

- Investigate energy transformations experimentally and analyse linear, circular and projectile motion using Newton's laws of motion.
- Examine gravitational, electric and magnetic fields and investigate how these fields can be applied to construct motors, maintain satellite orbits and to accelerate particles including in a synchrotron.
- Analyse and explain how electricity is generated and distributed to homes and industry.

## UNIT 4 - HOW HAVE CREATIVE IDEAS AND INVESTIGATION REVOLUTIONIZED THINKING IN PHYSICS?

- Analyse and apply models that explain the nature of light and matter
- Use special relativity to explain observations made when objects are moving at speeds approaching the speed of light.
- Design and conduct a scientific investigation related to fields, motion or light.

## PHYSICAL EDUCATION

### UNIT 1 - THE HUMAN BODY IN MOTION

- Collect and analyse primary data from practical activities
- Explain the structure and function of the musculoskeletal and cardiovascular systems
- Examine injuries and illness that affect the musculoskeletal systems, including osteoporosis & arthritis
- Explore ethical and sociocultural considerations of permitted and prohibited performance-enhancing substances/ methods

### UNIT 2 - PHYSICAL ACTIVITY, SPORT, EXERCISE AND SOCIETY

- Investigate influences on physical activity, sport and sedentary behaviour in the health of our population
- Respond to data collected on participation rates via activity plans and health promotion strategies
- Explore the bigger picture that sport plays in society.
- Take a deep dive into a contemporary issue.

### UNIT 3 - MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY, SPORT AND EXERCISE

- Analyse human movement from a biophysical perspective.
- Use coaching techniques to analyse movement skills and apply biomechanical principles
- Consider key body systems and their roles in supplying oxygen and energy to the working muscles
- Investigate the characteristics and interplay of the 3 energy systems for sports performance
- Explore the causes of fatigue and different strategies used to postpone fatigue and promote recovery.

### UNIT 4 - TRAINING TO IMPROVE PERFORMANCE

- Understand how to improve performance from a physiological perspective.
- Analyse movement skills, and fitness requirements, to apply relevant training principles and methods
- Assess fitness and use collected data to justify the selection of fitness tests based on the physiological requirements of an activity
- Design a training program
- Evaluate the effectiveness of programs and understand chronic adaptations to training.

## PRODUCT DESIGN AND TECHNOLOGY: METAL

### UNIT 1 – DESIGN PRACTICES

- Follow the product design process
- Analyse and evaluate existing products
- Explore how designers collaborate and work in teams
- Practice using critical, creative and speculative thinking strategies

### UNIT 2 – POSITIVE IMPACTS FOR END USERS

- Develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products
- Research how sustainable design practices care for country
- Examine how cultural, social and/or physical aspects influence designs
- Design and produce an inclusive product that meets the needs of an end user

### UNIT 3 – ETHICAL PRODUCT DESIGN AND DEVELOPMENT

- Critique examples of ethical product design and innovation within industrial settings
- Develop a design brief and design ideas with consideration to ethics
- Evaluate the design process and the finished product
- Create a folio to develop design ideas, production plan, and process trials to create a prototype

### UNIT 4 – PRODUCTION AND EVALUATION OF ETHICAL DESIGNS

- Evaluate a range of products in regard to innovation, sustainability and/or other ethical considerations
- Create a product using a range of materials and tools
- Manage time and other resources effectively to make the product designed in Unit 3

*\* Please note: This subject incurs an additional cost for larger projects*

## PRODUCT DESIGN & TECHNOLOGY: TEXTILES

### UNIT 1 – DESIGN PRACTICES

- Follow the product design process
- Analyse and evaluate existing products
- Explore how designers collaborate and work in teams
- Practice using critical, creative and speculative thinking strategies

### UNIT 2 – POSITIVE IMPACTS FOR END USERS

- Develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products
- Research how sustainable design practices care for country
- Examine how cultural, social and/or physical aspects influence designs
- Design and produce an inclusive product that meets the needs of an end user

### UNIT 3 – ETHICAL PRODUCT DESIGN AND DEVELOPMENT

- Critique examples of ethical product design and innovation within industrial settings
- Develop a design brief and design ideas with consideration to ethics
- Evaluate the design process and the finished product
- Create a folio to develop design ideas, production plan, and process trials to create a prototype

### UNIT 4 – PRODUCTION AND EVALUATION OF ETHICAL DESIGNS

- Evaluate a range of products in regard to innovation, sustainability and/or other ethical considerations
- Create a product using a range of materials and tools
- Manage time and other resources effectively to make the product designed in Unit 3

*\* Please note: This subject incurs an additional cost for larger projects*

## PRODUCT DESIGN AND TECHNOLOGY: WOOD

### UNIT 1 – DESIGN PRACTICES

- Follow the product design process
- Analyse and evaluate existing products
- Explore how designers collaborate and work in teams
- Practice using critical, creative and speculative thinking strategies

### UNIT 2 – POSITIVE IMPACTS FOR END USERS

- Develop an awareness of how Aboriginal and Torres Strait Islander peoples design and produce products
- Research how sustainable design practices care for country
- Examine how cultural, social and/or physical aspects influence designs
- Design and produce an inclusive product that meets the needs of an end user **(NEXT PG.)**

### UNIT 3 - ETHICAL PRODUCT DESIGN AND DEVELOPMENT

- Critique examples of ethical product design and innovation within industrial settings
- Develop a design brief and design ideas with consideration to ethics
- Evaluate the design process and the finished product
- Create a folio to develop design ideas, production plan, and process trials to create a prototype

### UNIT 4 - PRODUCTION AND EVALUATION OF ETHICAL DESIGNS

- Evaluate a range of products in regard to innovation, sustainability and/or other ethical considerations
- Create a product using a range of materials and tools
- Manage time and other resources effectively to make the product designed in Unit 3

*\* Please note: This subject incurs an additional cost for larger projects*

## PSYCHOLOGY

### UNIT 1 - HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

- Explore development over the lifespan
- Understand brain function and the impact of brain damage
- Identify and analyse a research question

### UNIT 2 - HOW DO INTERNAL AND EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

- Understand social and group behaviour
- Understand how we interpret what we see and taste
- Design and undertake an experiment

### UNIT 3 - HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

- Explain how the human nervous system works
- Analyse how stress affects us
- Understand how information can be learned
- Explore the reliability of memory

### UNIT 4 - HOW IS MENTAL WELLBEING SUPPORTED AND MAINTAINED?

- Understand consciousness and sleep
- Explore the factors of mental health and mental illness
- Explain the development of a phobia
- Design and undertake an experiment

## SPANISH

### UNIT 1

- Extended spoken interaction with teacher in Spanish
- Response to questions in English and Spanish, interpreting information from Spanish texts
- Written presentation in Spanish about an aspect of Spanish culture

### UNIT 2

- Extended written response in Spanish to spoken, written or viewed texts
- Extended written response in Spanish analysing an aspect of Spanish culture
- Oral presentation in Spanish about an aspect of Spanish culture

### UNIT 3

- Role play with teacher negotiating a solution to a personal issue in Spanish
- Written response to written, spoken and viewed texts in Spanish
- Personal, imaginative or informative writing in Spanish

### UNIT 4

- Interview in Spanish with teacher about an aspect of Spanish culture
- Written response in Spanish incorporating information from Spanish texts
- Evaluative or persuasive writing in Spanish

## SYSTEMS ENGINEERING

### UNIT 1 - MECHANICAL SYSTEMS

- Design, construct and test a mechanical system
- Apply the systems engineering process
- Study the fundamentals of mechanical design
- Complete a design folio
- Evaluate a mechanical system

### UNIT 2 - ELECTROTECHNOLOGICAL SYSTEMS

- Design, construct and test an electro technology system
- Apply the systems engineering process
- Study the fundamentals of electro technology design
- Complete a design folio
- Evaluate an electro technology system

### UNIT 3 - INTEGRATED AND CONTROLLED SYSTEMS

- Design and plan an operational Controlled Integrated electro technology/mechanical system
- Produce, test and evaluate a controlled integrated system



- Use engineering principles to explain the physical properties and workings of integrated systems
- Evaluate clean energy technologies

### UNIT 4 – SYSTEMS CONTROL

- Produce a Controlled Integrated electro technology/mechanical system
- Test, diagnose, analyse and evaluate a completed Controlled Integrated electro technology/mechanical System
- Study new and emerging and technologies
- Apply the systems engineering process
- Complete a design folio

*\*Please note: This subject incurs an additional cost*

## THEATRE STUDIES

### UNIT 1

- Apply acting and production roles to theatrical styles of the pre-modern era
- Work with scripts from the pre-modern era of theatre
- Analyse a play in performance

### UNIT 2

- Discuss play scripts from the modern era of theatre, the 1920s and the contemporary
- Recount at least two distinct theatrical movements and play scripts
- Analysing and evaluating a theatre production
- Apply the knowledge to production roles and modern theatre

### UNIT 3

- Interpret play script through planning, development and presentation
- Specialise in two production role areas to realise the production of a play script
- Analyse the ways production roles can be used to interpret plays
- View a performance selected from the prescribed VCE list
- Analyse and evaluate the interpretation of a play script in performance

### UNIT 4

- Select a monologue
- Interpret monologue, the prescribed scene and the play script
- Researching and presenting theatrical possibilities
- Realise and present their interpretation of the monologue
- Consider relationships between acting, direction and design

## VISUAL COMMUNICATION DESIGN

### UNIT 1 – FINDING AND RESOLVING DESIGN PROBLEMS

- Past and present design
- Communication Design and visual language
- Designing a sustainable object

### UNIT 2 – DESIGN CONTEXTS AND CONNECTIONS

- Environmental Design
- Culturally appropriate design practices
- Digital interface

### UNIT 3 – VISUAL COMMUNICATION IN DESIGN PRACTICE

- Professional design practice
- Design analysis, audience and users
- Preparing a brief for a client

### UNIT 4 – DELIVERING DESIGN SOLUTIONS

- Applying the design process
- Refining and resolving design solutions
- Presenting design solutions

# School-Based Apprenticeships

A School-based Apprenticeship and Traineeship combines part-time, practical experience in the workplace, and recognised structured workplace training with a Registered Training Organisation and School Studies.

Students undertake training over two years at an average of 13 hours per week for both employment and training.

School-based Apprenticeships and Traineeships are open to students 15 years of age or over.

School-Based Apprenticeships and Traineeships in areas including, but not limited to, the following may be taken as part of the VCE:

- Agriculture
- Engineering
- Automotive
- Horticulture
- Building
- Hospitality
- Business
- Information Technology
- Community Services
- Plumbing
- Electrical
- Sport and Recreation

Please visit the Careers Office if you would like more information.

## VET – Vocational Education And Training

A VET study is quite different to sitting in a school classroom.

VET Courses are provided by Registered Training Organisations (RTO) which are usually TAFE Institutions and are heavily aligned with ‘hands on’ practical industry experience. VET is scheduled to run on Wednesdays.

Students undertaking a VET in the VCE can combine their studies with a nationally accredited VET Certificate. Upon satisfactory completion of all units of this course, a student may attain a national qualification.

These Certificates may also enable students the opportunity to advance in their chosen vocation into School Based Apprenticeships, Full time Apprenticeships or Traineeships.

VET Programs usually take two years to complete.

Many VET programs complement VCE subjects ie: VCE Design Technology, Systems, Technology, Physical Education, Visual Communications & Design and Dance.

Many certificates contribute a 1 – 4 sequence of VCE units and some can contribute to an ATAR score.

*Please note: each VET program may have materials costs. Some areas may also incur extra costs for books, travel, extra certificates, materials, uniforms and equipment etc. These costs are compulsory and Certificates will not be issued unless this payment is made. Costs for 2025 have not yet been finalised.*

### Internal Vet

Internal VET is offered by Horsham College as part of the academic timetable and may be selected by students during subject selection. Approval is required for some of these programs. The Proposed Internal VET offerings for 2025 may include:

- SIS20122 Certificate II Sport and Recreation (via Peak Performance)
- SIS30122 Certificate III Sport, Aquatics and Recreation (via AFL Academy or Basketball Academy)
- AUR20720 Certificate II Automotive Vocational Preparation
- SIT20421 Certificate II in Cookery
- CUA30920 Certificate III Music
- CUA31020 Certificate III in Screen & Media
- BSB20120 Certificate II Workplace Skills

Please note, at the time of print, these offerings were pending. Availability may be affected by staffing or student demand.

## External Vet

External VET runs on Wednesdays and is organised by the LLEN (Local Learning and Employment Network) NOT Horsham College. Students will need to complete the enrolment process in addition to subject selection in mid Term 3. Students will be notified of the enrolment process via Horsham College SEQTA Direct Message.

Detailed information on each course can be found on the LLEN website: <https://vet.llen.com.au/>

- ACH20116 Certificate II in Agriculture
- AUR20720 Certificate II in Automotive Vocational Preparation
- 22338VIC Certificate II Building and Construction
- CHC32015 Certificate III in Community Services
- CHC30121 Certificate III Early Childhood Education & Care
- UEE22020 Certificate II in Electrotechnology (Career Start)
- 22470VIC Certificate II in Engineering Studies
- MSF20516 Certificate II in Furniture Making Pathways
- HLT23215 Certificate II in Health Support Services (Client Support)
- AHC20416 Certificate II in Horticulture
- SIT20421 Certificate II in Cookery
- CUA20620 Certificate II in Music
- 22569VIC Certificate II in Plumbing (Pre-apprenticeship)
- SIT20416 Ready for Work Program
- SHB20216 Certificate II in Salon Assistant
- CUA31020 Certificate III in Screen & Media
- SIS30115 Certificate III in Sport & Recreation

**IMPORTANT:** VET course offerings will depend on RTO/trainer availability as well as student enrolments. Offerings will be finalised in late 2024. Students wanting to undertake a VET course need to obtain a USI (Unique Student Identifier) number. Application for a USI number is done online, by going to [www.usi.gov.au/students/get-a-usi](http://www.usi.gov.au/students/get-a-usi)







# SUBJECT SELECTION FORM

## Year 8 2025

NAME

FORM

### QUESTIONS

Yes No

1. Are you a Select Entry Accelerated Learning Program (SEALP) Student?
2. Have you completed a Career Action Plan (CAP)?

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

### CORE SUBJECTS

\*ALL YEAR 8 students will study the following core subjects:

ENGLISH (2 SEMESTERS)

MATHS (2 SEMESTERS)

\* HEALTH & PE (1 SEMESTER)

\*Except for AFL or Basketball Academy students

### YEAR 8 ELECTIVE SUBJECT SELECTION

All students MUST list one elective from each of the following subject group:

SCIENCE

ARTS

HUMANITIES

TECHNOLOGY

Do you CURRENTLY hold an approved place in either the AFL Academy or Basketball Academy Program? If yes, which one?

(2 SEMESTERS)

Please list 6 additional electives from ANY Year 8 subject offered in order of preference:

1.

2.

3.

4.

5.

6.

### SIGNATURES

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Parent /  
Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Form Group  
Teacher: \_\_\_\_\_

Signature: \_\_\_\_\_

ADMIN USE ONLY:

EDVAL CODE:







# SUBJECT SELECTION FORM

## Year 9 2025

NAME

FORM

Language studied in Year 8

### QUESTIONS

Yes No

1. Are you a Select Entry Accelerated Learning Program Student (SEALP)?

☐ ☐

2. Have you completed a Career Action Plan (CAP)?

☐ ☐

3. Have you been approved for a VCE sequence?

☐ ☐

If so, please list VCE sequence in order of preference:

1.

2.

### CORE SUBJECTS

\*ALL YEAR 9 students will study the following core subjects: \*Except for AFL or Basketball Academy students

ENGLISH (2 SEMESTERS)

MATHS (2 SEMESTERS)

\*HEALTH/PE (1 SEMESTER)

### YEAR 9 ELECTIVE SUBJECT SELECTION

All students MUST list one elective from each of the following subject group:

SCIENCE

ARTS

HUMANITIES

TECHNOLOGY

Do you CURRENTLY hold an approved place in either the AFL Academy, Basketball Academy or Peak Performance Program? If yes, which one?

(2 SEMESTERS)

Please list 6 additional electives from ANY Year 9 subject offered in order of preference:

1.

2.

3.

4.

5.

6.

### SIGNATURES

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Parent /  
Guardian Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Form Group  
Teacher: \_\_\_\_\_

Signature: \_\_\_\_\_

ADMIN USE ONLY:

EDVAL CODE:





# SUBJECT SELECTION FORM

## Year 10 2025

NAME

FORM

### QUESTIONS (All Compulsory)

Yes No

1. Have you completed a Career Action Plan (CAP)?

☐ ☐

2. What are two possible preferred career areas:

1.

2.

3. Have you been approved for a VCE sequence? If yes, please list VCE sequence in order of preference:

☐ ☐

1.

2.

4. Have you applied to undertake a VET subject in 2024?  
If so, what is your nominated subject:

☐ ☐

### YEAR 10 ELECTIVE SUBJECT SELECTION

All students MUST list one elective from each of the following subject group:

**ENGLISH** (2 Semesters of either Foundation, General or \*English Extension)

**MATHS** (2 Semesters of either Yr10 Foundation, Yr10 Maths, Yr10 \*Extension Maths, \*VCE General or \*VCE Methods)

**SCIENCE** (1 Semester of either Biology, Psychology, Physics, Chemistry or \*VCE Environmental Science)

**HUMANITIES** (1 Semester of Money Money, Law & Order, Sunburnt Country, Power to the People, Struggles for Freedom OR a \*VCE Hums Elective)

**CAREERS / HEALTH** (1 Semester compulsory subject for all Yr10 students)

**PLEASE NOTE: \*You MUST have pre approval to study a VCE subject. ^You MUST have teacher recommendation to study extension English or Maths**

Do you CURRENTLY hold an approved place in either the AFL Academy, Basketball Academy or Peak Performance Program? If yes, which one?

(2 SEMESTERS)

Please list 10 additional electives from ANY Year 10 subject offered in order of preference:

1.

6.

2.

7.

3.

8.

4.

9.

5.

10.

### SIGNATURES

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Signature: \_\_\_\_\_

VCE / Careers: \_\_\_\_\_

Signature: \_\_\_\_\_

**ADMIN USE ONLY:**

**EDVAL CODE:**







# SUBJECT SELECTION FORM

## Year 11 2025 VCE Subject

NAME

FORM

### QUESTIONS (All Compulsory)

Yes No

1. Have you completed a Career Action Plan (CAP)?

☐ ☐

2. What are two possible preferred career areas:

1.

2.

3. Have you been approved to study a 3-4 VCE sequence? If yes, please list VCE sequence approved:

☐ ☐

4. \*Have you applied to undertake a VET subject in 2025?

☐ ☐

If so, what is your nominated subject:

\*Please note this counts as one subject.

### YEAR 11 ELECTIVE SUBJECT SELECTION

Year 11 students MUST study 6 units in each semester. List all the units you want to study in Semester 1 in ORDER OF PREFERENCE and include internal VET sequences here.

1.

ENGLISH 1 - 2

2.

3.

4.

5.

6.

Please list 3 additional units that you may wish to study if you do not get your first preferences:

7.

8.

9.

### SIGNATURES

Student Name:

\_\_\_\_\_

Signature:

\_\_\_\_\_

Parent/Guardian:

\_\_\_\_\_

Signature:

\_\_\_\_\_

Form Group

Teacher:

\_\_\_\_\_

Signature:

\_\_\_\_\_

VCE / Careers:

\_\_\_\_\_

Signature

\_\_\_\_\_

**ADMIN USE ONLY:**

**EDVAL CODE:**





# SUBJECT SELECTION FORM

## Year 12 2025 VCE Subject

NAME

FORM

### QUESTIONS (All Compulsory)

Yes No

1. Have you completed a Career Action Plan (CAP)?

☐ ☐

2. What are two possible preferred career areas:

1.

2.

### PREVIOUS STUDIES

Please fill in the VET/VCE subjects you have studied in Year 10 and Year 11 and list unit.

1. <input type="text"/>	<input type="text"/>
2. <input type="text"/>	<input type="text"/>
3. <input type="text"/>	<input type="text"/>
4. <input type="text"/>	<input type="text"/>
5. <input type="text"/>	<input type="text"/>
6. <input type="text"/>	<input type="text"/>
7. <input type="text"/>	<input type="text"/>

### 2024 SUBJECT SELECTION

Year 12 students must select 5 units in each semester (include VET sequences here).

1. <b>ENGLISH 3 - 4</b>
2. <input type="text"/>
3. <input type="text"/>
4. <input type="text"/>
5. <input type="text"/>

Please list additional subjects you would study if you do not get your first preference.

6. <input type="text"/>	7. <input type="text"/>
-------------------------	-------------------------

### SIGNATURES

Student Name:

Signature:

Parent/Guardian:

Signature:

Form Group:

Signature:

Teacher:

Signature:

VCE / Careers:

**ADMIN USE ONLY:**

**EDVAL CODE:**





# SUBJECT SELECTION FORM

## Year 11 2025 VCE - VM

NAME

FORM

### QUESTIONS (All Compulsory)

Yes No

1. Have you completed a Career Action Plan?

☐ ☐

2. What are two possible preferred career areas:

1.

2.

3. What VET Course have you applied for? Please list the name of the industry specific skills (ISS) Course here:

4. Are you currently completing a School Based Apprenticeship? If yes, please specify Course:

☐ ☐

Select ONE subject from each of the following Learning Areas by Marking the Box X

#### LITERACY

LITERACY 1-2 ☐

ENGLISH 1-2 ☐

#### NUMERACY

FOUNDATION MATHS 1-2 ☐

GENERAL MATHS 1-2 ☐

#### WORK RELATED SKILLS (WRS)

WRS 1 - 2 ☐

#### PERSONAL DEVELOPMENT SKILLS (PDS)

PDS 1 - 2 ☐

#### GENERAL CREDIT (VCE SUBJECT)

Please write VCE Subject in ORDER OF PREFERENCE with unit (1-2 or 3-4):

1.

2.

3.

### SIGNATURES

Student Name:

Signature:

Parent Name:

Signature:

Form Group

Signature:

Teacher:

VCE / Careers:

Signature:

**ADMIN USE ONLY:**

**EDVAL CODE:**







# SUBJECT SELECTION FORM

## Year 12 2025 VCE - VM

NAME

FORM

### QUESTIONS (All Compulsory)

Yes No

1. Have you completed a Career Action Plan?

☐ ☐

2. What are two possible preferred career areas:

1.

2.

3. What VET Course have you applied for? Please list the name of the industry specific skills (ISS) Course here:

4. Are you currently completing a School Based Apprenticeship? If yes, please specify Course:

☐ ☐

Select ONE subject from each of the following Learning Areas by Marking the Box X

#### LITERACY

LITERACY 3-4

☐

ENGLISH 3-4

☐

#### WORK RELATED SKILLS (WRS)

WRS 3 - 4

☐

#### PERSONAL DEVELOPMENT SKILLS (PDS)

PDS 3 - 4

☐

#### GENERAL CREDIT (VCE SUBJECT)

Please write VCE Subject in ORDER OF PREFERENCE with unit (1-2 or 3-4):

1.

☐

2.

☐

3.

☐

### SIGNATURES

Student Name:

\_\_\_\_\_

Signature:

\_\_\_\_\_

Parent Name:

\_\_\_\_\_

Signature:

\_\_\_\_\_

Form Group

Teacher:

\_\_\_\_\_

Signature:

\_\_\_\_\_

VCE / Careers:

\_\_\_\_\_

Signature:

\_\_\_\_\_

**ADMIN USE ONLY:**

**EDVAL CODE:**









When I finish school  
I want to be....



How can I  
achieve  
my goals?